S.V. UNIVERSITY, TIRUPATI
SVUCOLLEGE OF ARTS

DEPARTMENT OF FOREIGN LANGUAGES AND LINGUISTICS

Re-Structured P.G. Programme (CBCS) as per NEP 2020,
National Higher Education Qualification Frame Work (NHEQF)
and Guidelines of APSCHE

(With effect from the batch of Students admitted from the academic year 2024-25)

M.A. LINGUISTICS

S. No.	Course	Code	Name of the Course	H/W	C	SEE	IA	Total Marks
			SEMESTER - I					
1	*CC	LING 101 Phonetics		6	4	70	30	100
2		LING 102 Phonology						
		LING 103 Language and Linguistics		6	4	70	30	100
3		LING 104 Morphology		6	4	70	30	100
		LING 105 Natural Language Processing						
4	*SOC	LING 106	Language Acquisition and Child Language Development – 1(A) Or Language Teaching – 1(B)	6	4	70	30	100
5		LING 107	Structure of Language (English/Telugu)–2(A) Or ICT for Enriching Teaching and Learning Skills –2(B)	6	4	70	30	100
			Total	36	20	350	150	500
6	Audit Course	LING 108 The History of Human Language		6	0	0	100	0

- ***CC (Core Courses) - Student can choose any Three out of Five Core Courses**
- ***SOC (Skill Oriented Courses) – Student can choose one from each code**
- **Audit Course – Zero Credits but mandatory with only a Pass**

S. No.	Course	Code	Name of the Course	H/W	C	SEE	IA	Total Marks
			SEMESTER - II					
1	*CC	LING 201 Syntax		6	4	70	30	100
2		LING 202 Semantics						
		LING 203 Bilingualism		6	4	70	30	100
3		LING 204 Language Universals and Linguistic Typology		6	4	70	30	100
		LING 205 Endangered Languages						
4	*SOC	LING 206	Lexicography – 3(A) Or Translation – 3(B)	6	4	70	30	100
5		LING 207	Human Relations – 4(A) Or Communication Technology – 4(B)	6	4	70	30	100
6	*OOTC	LING 208 Open Online Transdisciplinary Course – 1		-	2	-	100	100
			Total	36	22	350	250	600
7	Audit Course	LING 209 Humanities and Social Sciences		6	0	0	100	0

- ***CC (Core Courses) - Student can choose any Three out of Five core courses**
- ***SOC (Skill Oriented Courses) – Student can choose one from each code**
- ***OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,**
- **Audit Course – Zero Credits but mandatory with only a Pass**

			SEMESTER - III					
S. No.	Course	Code	Name of the Course	H/W	C	SEE	IA	Total Marks
1	*CC	LING 301	Historical Linguistics	6	4	70	30	100
2		LING 302	Dialectology					
		LING 303	Field Linguistics	6	4	70	30	100
3		LING 304	Communication Disorders and Speech Pathology	6	4	70	30	100
		LING 305	Research Methodology					
4	*SOC	LING 306	Dictionary Making – 5(A) Or Multidisciplinary capacity building – 5(B)	6	4	70	30	100
5		LING 307	Language Families of India and Comparative Dravidian – 6(A) Or Computational Linguistics – 6(B)	6	4	70	30	100
6	*OOTC	LING 308	Open Online Transdisciplinary Course – 2	-	2	-	100	100
			Seminar/Tutorials/Remedial classes and Quiz as part of Internal Assessment	6	-	-	-	-
			Total	36	22	350	250	600

- ***CC (Core Courses) - Student can choose any Three out of Five core courses**
- ***SOC (Skill Oriented Courses) – Student can choose one from each code**
- ***OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,**

			SEMESTER - IV					
S. No.	Course	Code	Name of the Course	H/W	C	SEE	IA	Total Marks
1	OOSDC	LING 401	Open Online Skill Development Courses	-	8	-	200	200
2	PW	LING 402	Project Work – Orientation Classes	24	12	300	0	300
			Conducting classes for competitive exams, communication skills, UGC / CSIR and NET / SLET examinations	12	-	-	-	-
			Total	36	20	300	200	500
			Total Semesters	144	84	1350	850	2200

- Open Online Skill Development Course (OOSDC) - Students can choose any **Two** relevant courses of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc., **to get 8 credits (with 4 credits from each course)**

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Core Course
LING101: PHONETICS

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Objectives:
1. To understand the process of Communication and speech production, Classification and four procedures of speech production.
2. To analyze production of consonants and vowels.
3. To understand expressing secondary and double articulations and prosodic features.

Unit – I
The process of Communication: Speech production (Articulatory Phonetics), Speechtransmission (Acoustic Phonetics), and Speech perception (Auditory Phonetics).

Unit – II.
The four processes of speech production: Air stream process: pulmonic, glottalic and velaric; egressive and ingressive air streams, phonation process (Stateof the Glottis) Oral – Nasal process (position of the velum), articulatory process.(Consonant and Vowel production); Classification of speech sounds and theirdescription; 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, clicks) types of closure and release. Affrication, aspiration etc.

Unit – IV
Vowel production: Which part of the tongue is raised (front, back, central), howmuch it is raised (high or close, low or open, etc.,) and whether the lips are rounded(rounded vs. unrounded), Monopthongs vs. diphthong, various types ofdiphthongs.

Unit – V
Secondary and double articulations: labialization, palatalization, velarization andpharyngealization and other secondary articulations: labio-velar, labio-palatal etc.,Prosodic or Suprasegmental or dynamic features: Length (quantity), Stress (accent),Tone and Intonation (speech melody or pitch variation), Juncture (pause), Voice quality.

Note: Practical classes on the topics: Listening tapes, recognizing the sounds, production ofthe sounds, and phonetic transcription.

Suggested Readings:
1. Abercrombie, D. 1967. **Elements of general phonetics**. Edinburgh. dinburgh 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**. NewYork. Hol & Rinehart and Winston.
5. Catford, J.C. 1989. **A practical introduction to phonetics**. Oxford. Clarendon Press.
6. Leiberanan, Philip & Blumstein, Sheila, E. 1991. **Speech perception and Acoustic phonetics.** London, Cambridge University Press.
7. *O'Grady, William; et al. (2005).* ***Contemporary Linguistics: An Introduction*** *(5th ed.).Bedford/St. Martin's.* ISBN 0-312-41936-
8. *Stearns, Peter; Adas, Michael; Schwartz, Stuart; Gilbert, Marc Jason (2001).* ***WorldCivilizations*** *(3rd ed.). New York: Longman.* ISBN 9780321044792.

Course Out Comes: After completion of the course students will be able to
1. Understand the process of Communication and speech production, Classification and four procedures of speech production.
2. Analyze production of consonants and vowels.
3. Understand expressing secondary and double articulations and prosodic features.

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Core Course
LING102: PHONOLOGY
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Objectives:

1. To understand concept of Phoneme, Principals of Phonemic analysis and discovery procedures.
2. To analyze phonemes, Phonological systems and procedures of phonemics.
3. To analyze basic units of Phonology and concept of redundancy.

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, Suprasegmentals 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. Non-binary 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

Phonological system (as set of items, phonemes) and structure (the permissible arrangement of consonant and vowel phonemes, constraints on combinations etc.). The concept of redundancy.

Suggested Readings:

1. Hocket, C.F. 1958. **A course in Modern Linguistics**. New York. Macmillan and Co.

2. Hymn, Larry, M. 1975. **Phonology: Theory and analysis**. New York. HoltRinehart and Winston.

3. Jakobson, R & M. Halle. 1956. **Fundamentals of Language**. Part – I. Hague.Mouton & Co.

4. Pike, K.L. 1947. **Phonemes: A technique for reducing language to writing**. University of Michigen Press.

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.

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 and procedures of phonemics.
3. Analyze basic units of Phonology and concept of redundancy.

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Core Course
LING: 103 LANGUAGE AND LINGUISTICS

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Objectives:
1. To understand notions of language and Approaches to the study of languages
2. To analyze structure of language and grammatical analysis.
3. To understand   Linguistics and other fields.

Unit-I
Notions of Language: Language as Written Text-Philosophical and Literary notions; Language boundary, Dialect and Language; Language in spoken and written modes; Writing System.

Unit-II
Approaches to the study of languages: Semiotic approaches; use of language in family, Community and country; language as a system of communication; sign language; Features of language.

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.

Unit-V
Linguistics and Other Fields: Relevance of linguistics to other fields of enquiry- Philosophy, Anthropology, Sociology, Political Science, Psychology, Education, Computer Science and Literature.

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 (1990). **Linguistics**. *Penguin Books.* ISBN 9780140135312.

3. Chomsky, Noam (1957). **Syntactic Structures**. The Hague: Mouton.

4. Agha, Agha (2006**). Language and Social Relations**. Cambridge University Press.

5. Bloomfield, Leonard *(1914). **An introduction to the study of language**. New York: Henry Holt and Company.*

*6. H*ocket, C.F. 1958. **A course in modern linguistics**. York. Macmillan and Co.

7. The **Handbook of Linguistics**. Blackwell.

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

1. Understand notions of language and Approaches to the study of languages

2. Analyze structure of language and grammatical analysis.

3. Understand Linguistics and other fields

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Core Course
LING:104 MORPHOLOGY

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Objectives:

1. To analyze Morpheme, classification and types of morphemes
2. To analyze derivation, inflection, different models of grammatical description and Morphophonemics
3. To express 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: free and bound, root, stem and suffix: word and compound.

UNIT–III
Derivation and inflection, Different models and grammatical description. Item and Arrangement. Item and Process and, word and paradigm.

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. Hocket, 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. Joos,M. (ed.). 1957. **Readings in Linguistics**. Chicago University Press.

7. Bauer, Laurie. (2003). **Introducing linguistic morphology** (2nd ed.). Washington, D.Georgetown University Press. ISBN 0-87840-343-4.

8. Bauer, Laurie. (2004). **A glossary of morphology**. Washington, D.C.: Georgetown UP.

9. Bubenik, Vit. (1999). **An introduction to the study of morphology**. LINCON Course books in linguistics, 07. Muenchen: LINCOM Europa. ISBN 3-89586-570-2.

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

1. Analyze Morpheme, classification and types of morphemes

2. Analyze derivation, inflection, different models   of grammatical description and Morphophonemics

3. Express Intermediate constituents, types of constructions and Idioms

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Core Course
LING:105 NATURAL LANGUAGE PROCESSING

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Objectives:

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

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.

Unit – II

Mathematical Foundations, Elementary Probability Theory, Probability spaces, Conditional probability and independence, Bayes' theorem, Random variables, Expectation and variance, Notation.

Unit – III

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 – IV

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 – V

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.

Suggested Readings:

1. Foundations of Statistical Natural Language Processing-Christopher manning and Hinrich Schutze1999 Massachusetts Institute of Technology, Second printing with corrections, 2000UnitedStates 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 Structureand Use. Cambridge: Cambridge University press.

4. Boguraev, Branimir K. 1993. **The contribution of computational lexicography.** In Madeleine Bates and Ralph M. Weischedel Challenges in antural Language.

Course Out Comes: After completion of the course students will be able to
  1. Understand rationalist and empiricist approaches to language.
  2. Analyze Mathematical Foundations, essential information theory and Entropy.
  3. Analyze Tagging, Taggers, probabilistic parsing and clustering.

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Skill Oriented Course - 1
LING: 106 (A) LANGUAGE ACQUISITION AND CHILD LANGUAGE DEVELOPMENT

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Objectives:
1. To analyze language acquisition device and stages of language acquisition
2. To understand continuity and discontinuity approaches
3. To analyze the acquisition process and acquisition VS learning

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 prelinguistic 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.

Unit- V

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.

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.
6. Berk, Laura E. (2009). "9, **Language Development". Child development**. Boston: Pearson Education/Allyn&Bacon. *ISBN0-205-61559- 637146042*.

Course Out Comes: After completion of the course students will be able to
1. Analyze language acquisition device and stages of language acquisition
2. Understand continuity and discontinuity approaches
3. Analyze the acquisition process and acquisition VS learning

LING: 106(B) LANGUAGE TEACHING

Objectives:
1. To analyze role of Linguistics in language teaching and Methods of language teaching.
2. To analyze language acquisition and second language learning and cognitive models of language learning/teaching.
3. To understand teaching aids, remedial teaching material and computer aide language teaching

Unit - I.
Role of linguistics in Language Teaching: Principles of Language Teachingprofessional qualifications of Language Teaching. Role of Teacher in languageanalysis. 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. second language learning, foreign language Teaching learning. Behavioristic and Mentalistic theories. Errors as learning strategies, internal processing- filter, organizer and monitor.

Unit-V.
Cognitive models of language learning/teaching. Attitude, aptitude and acculturation, Teaching material for the different models and target groups, selection, gradation, evaluation, feedback and reinforcement.

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**. New York. Oxford University Press.

5. David Crystal. **The Cambridge Encyclopaedia of Language**. New York. Cambridge University Press.

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

1. Analyze role of Linguistics in language teaching and Methods of language teaching.

2. Analyze language acquisition and second language learning and cognitive models of language learning/teaching.

3. Understand teaching aids, remedial teaching material and computer aided language teaching

LING: 107(A) STRUCTURE OF LANGUAGE (English / Telugu)

Objectives:

1. To understand characteristics of language(Telugu/English)
2. To understand Phonology and Morpho- phonemics in language (Telugu/English)
3. To understand Morphology and Syntax of language (Telugu/English)

Unit-I
General typological characteristics of Language Social and regional dialects of Language.

Unit-II
Phonology: Phonemes: Segmentals; suprasegmentals; syllable structure, Phonotactics, Phonological patterns.

Unit-III
Morpho Phonemics: morpheme structure, rules, general morphophonemic process – vowel and consonantal Sandhi.

Unit-IV
Morphology: Words and word classes grammatical categories Inflectional, derivational and word formation.

Unit-V
Syntax: Word order, classification of sentences – simple, compound and complex, agreement.

Suggested Readings: (For Structure of Telugu)

1. Krishnamurthy, Bh. And JPL Gwynm. 1985. A grammar of Modern Telugu. Madras, Oxford University Press
2. -----------1957.Sandhi in modern colloquial Telugu. Indian Linguistics. 17.
3. ----------- 1968 Compound verb in Telugu Indian Linguistics (supplement)
4. Nagamma Reddy, K. 1979. Problems of syllable division in Telugu, Dept. of Linguistics. Edinburgh University.
5. Rama Rao, C. 1999.telugu Vaakyam. Hyderabad. Andhra Pradesh Sahitya Akademi.

Suggested Readings: (For Structure of English)

1. Hudson, Richard . 1998.**English Grammar**. London and New York: Routledge.
2. Given,T.1993. **English Grammar: a Function – Based Introduction**. Amsterdam/Philadelphia: John Bengamin publishing Company
3. Halliday, M.A.K. 1989. **Spoken and written Language**. Oxford: Oxford University Press.
4. Crystal, David. 1997. English Barbar, Charles. 1993. **The English Language - A historical introduction**. Cambridge. Cambridge University Press.
5. *Aarts, Bas (2011). **Oxford Modern English Grammar**. Oxford University Press.*
   ISBN 978-0-19-953319-0.

Course Out Comes: After completion of the course students will be able to
1. Understand characteristics of language (Telugu/English)

2. Understand Phonology and Morpho- phonemics in language (Telugu/English)

3. Understand Morphology and Syntax of language (Telugu/English)

LING: 107(B) ICT FOR ENRICHING TEACHING AND LEARNING SKILLS

Objectives:

1. To understand the concepts, importance and scope of ICT
2. To analyze computer networking and ICT enriched teaching &learning experiences.
3. To understand online teaching and learning experiences.

Unit-I

Concepts of Information and Communication Technology (ICT): Concept of Information Technology, Concept of Communication Technology, Concept of Instructional Technology, Concept of Computer Technology and Concept of Internet.

Unit-II

Importance and Scope of ICT: Need of ICT, Importance of ICT, Scope of ICT – Teaching Learning Process, Evaluation process, Research, Administration, Education and Publication.

Unit-III

Computer Networking: Software and Hardwares, Computer networking – Components and Types of Network Typology, Features of wireless Network, Benefits of Network.

Unit-IV

ICT enriched Teaching and Learning experiences: Approaches to integration ICT in Teaching Learning process, Application of ICT for enriching classroom experiences, What ICT brings to the classroom?, Multimedia educational Software for classroom situations, Project based learning, Differences between project and project based learning, Collaborative learning.

Unit-V

Online Teaching and Learning Experiences: e-learning, Virtual classroom, Web2.0 Technologies, Open Educational Resources (OER), Legal and ethical issues, Computer ethics and Legal issues.

Suggested Readings:

1. Subbarayudu,N. and Mohamad Ali – **Pedagogy Across ICT Integration** - Jayam Publications,Hyderabad,2015, ISBN 978-98-85108 – 65 – 5

2. Ramesh Verma and Suresh K. Sharma, **Modern trendsin Teaching Technology,** Anmol publications Pvt. Ltd. New-Delhi.

3. www.ucs.mun.cal/nemurphy/stemnet/cle.3htmal

4. www.lifecircles-inc.com/..../constructism/...html

5. http://en.wikipedia.org/wiki/constructivistteachingmethods

6. http://www.bie.org/about2/stcenturyskills

7. project based learning-wikipedia, free encyclopedia

8. http:/www.lexiconreadingcenter.org/what.ismutisensoryteaching.

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

1. Understand the concepts, importance and scope of ICT

2. Analyze computer networking and ICT enriched teaching &learningexperiences.

3. Understand online teaching and learning experiences.

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Audit Course
Indian Knowledge Systems - 1
LING 108 THE HISTORY OF HUMAN LANGUAGE

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Objectives:

1. To understand the History of Human Language
2. To analyze the development of human language
3. To understand online teaching assessments designed to understand human language and learning experiences.

Overview

Take The History of Human Language to learn about the history and development of human language. This self-paced online course contains short lessons and assessments that are designed to improve your understanding of human language for upcoming exams, class assignments, homework or fun.

UNIT-I

Introduction to Human Language, Early History of Human Language

UNIT-II

The Spread & Standardization of Language, Language Theory & Development

UNIT-III

Language Acquisition in Humans, Non-Verbal, Verbal & Written Language

UNIT-IV

Social & Cultural Influences on Language

UNIT-V

Language Disorders & Treatments

Suggested Readings:

1. Akmajian, Adrian; Demers, Richard; Farmer, Ann; Harnish, Robert(2010).
2. **Linguistics: An Introduction to Language and Communication**. *Cambridge, MA: The MIT Press.* ISBN 0-262-51370-6.
3. Crystal, David (1990). **Linguistics**. *Penguin Books.* ISBN 9780140135312.
4. Chomsky, Noam (1957). **Syntactic Structures**. The Hague: Mouton.
5. Agha, Agha (2006**). Language and Social Relations**. Cambridge University Press.
6. Bloomfield, Leonard *(1914).* ***An introduction to the study of language***. *New York: Henry Holt and Company.*
7. Halliday, M.A.K. 1989. **Spoken and written Language**. Oxford: Oxford University Press.
8. Crystal, David. 1997. English Barbar, Charles. 1993. **The English Language - A historical introduction**. Cambridge. Cambridge University Press.
9. project based learning-Wikipedia, free encyclopaedia
http:/www.lexiconreadingcenter.org/what.ismutisensoryteaching.
11. Anvita Abbi. 1992. **Reduplication in South Asian Languages: An Areal, Typological and Historical study**. New Delhi. Allied Publishing Ltd.

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

1. Understand the History of Human Language
2. Analyze the development of human language.
3. Understand online teaching assessments designed to understand human language and learning experiences.

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Core Course
LING:201 SYNTAX

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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. Understand categorical, sub-categorical information and selectional restrictions

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.

Unit–IV

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

Unit - V

Grammatical transformations: Reflexivization, relativization, Extraposition, Equi- NP deletion, Coordination, Passivization, Pronominalization.

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. Raford, A. **Transformational Grammar: A first course**.
5. Radford, A. **Transformational syntax**.
6. *Brown, Keith; Jim Miller (eds.) (1996). Concise Encyclopaedia of Syntactic Theories. New York: Elsevier Science. ISBN 0-08-042711-1.*
7. *Carnie, Andrew (2006). Syntax: A Generative Introduction (2nd ed.). Oxford: Wiley-Blackwell. ISBN 1-4051-3384-8.*

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. Understand categorical, sub-categorical information and selectional restrictions

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Core Course
LING: 202 SEMANTICS

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Objectives:

1. To understand Nature and Scope of Semantics and types of meaning
2. To analyze lexical structure and Meaning and sentence structure and meaning
3. To understand Lexical context of Meaning and Theories of Meaning

Unit – I

Nature and scope of Semantics. The terms Semantics and Meaning. Linguistic and non-Linguistic contexts of meaning. Types of meaning.

Unit –II

Lexical structure and meaning: Componential analysis and its limitations, sense and reference, polysemy, Hyponymy, Homonymy, antonymy, synonymy. Lexical semantics.

Unit–III

Sentence structure and meaning: Grammar and Lexicon, word and sentence. Projection rules, ambiguity, person and deixis.

Unit–IV

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

Unit – V

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

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. Steinberg, D.D. and Jakobovits, L.A. 1971. **Semantics**. Cambridge. Cambridge University Press.
5. Jackendoff, Ray; **Semantic Structures,** MIT Press, Cambridge, MA, 1990
6. Cruse, D.; **Lexical Semantics,** Cambridge University Press, Cambridge, MA, 1986
7. Nerbonne, J.; **The Handbook of Contemporary Semantic Theory** (ed. Lappin, S.), Blackwell
    Publishing, Cambridge, MA, 1996
8. Cruse, Alan; **Meaning and Language: An introduction to Semantics and Pragmatics,**
    Oxford Textbooks in Linguistics, 2004
9. Thakur, D. 1999**. Linguistics simplified: Semantics**. Patna. Bharati Bhawan publishers.

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

1. Understand Nature and Scope of Semantics and types of meaning
2. Analyze lexical structure and Meaning and sentence structure and meaning
3. Understand Lexical context of Meaning and Theories of Meaning

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Core Course
LING: 203 BILINGUALISM

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Objectives:
1. to understand speech as social interaction
2. To analyze theory, types and Measurement of Bilingualism
3. To understand Bilingual Education and Bilingualism and ethnocentrism

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

Unit – II
Theory of Bilingualism, bilingual proficiency, effects of bilingualism, education and bilingualism, language of wider communication (LWC), out-group languages, language identity. Bilingualism as an aspect of Borrowing.

Unit – III
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
Social – Psychological Aspects of Bilingual Education, Language attitudes, motivation – instrumental and integrative. Bilingualism and Ethnocentrism.

Suggested Readings:

1. Suzanne Romaine. **Bilingualism.** NewYork. Basil Blackwell Ltd.
2. Kenneth Hyltenstam 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
2.Analyze theory, types and Measurement of Bilingualism
3.Understand Bilingual Education and Bilingualism and ethnocentrism

Core Course
LING: 204 LANGUAGE UNIVERSALS AND LINGUISTIC TYPOLOGY

Objectives:
1. To analyze language universals and its role of universals in linguistic theory.
2. To understand linguistic typology as a principle of classification.
3. To analyze language families of South Asia, South Asia as a Linguistic area and selected areal features of South Indian languages.

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

Linguistic typology as a principle of classification- analytic (isolating) vs. synthetic, agglutinating vs. fissional (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– III

Language families of South Asia: Distribution, characteristics, enumeration, Areal, features and convergence processes.

Unit– IV

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, relativity, conjunctive, participle construction, compound verb construction, etc.

<u>**Suggested Readings**</u>:
1. Bernard Comrie. **Language Universals and Linguistic Typology**. Oxford. Basil Blackwell.
2. Hoseph 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. AnvitaAbbi. 1992. **Reduplication in South Asian Languages: An Aerial, 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. Greenberg, Joseph H. (ed.) (1963) <u>Universals of Language</u>. Cambridge,Mass.: MIT Press.
7. Song, Jae Jung (2001) **Linguistic Typology: Morphology and Syntax**. Harlow, UK: Pearson Education (Longman).
8. Song, Jae Jung (ed.) (2011) **Oxford Handbook of Linguistic Typology**.
Oxford: Oxford University Press.

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 linguistic typology as a principle of classification.
3. Analyze language families of South Asia, South Asia as a Linguistic area and selected areal features of South Indian languages.

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Core Course
LING:205 ENDANGERED LANGUAGES

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Objectives:

1. To understand scope of Endangered Language
2. To understand reasons for Endangerment of languages and effects of Endangerment
3. To analyze criteria and Endangered Languages of India

Unit – I

Endangered language: definition and scope. Code mixing and code switching,Language maintenance, mother tongues and official languages in India.

Unit – II

Reasons for endangerment of languages: Language dominance, Globalization, Languageshift, Borrowing, Multilingualism, Multiculturalism and Multilingual Education.

Unit – II

Effects of Endangerment: Shrinking of language domains, Pidginization, Creolization,Language extinction, Language death.

Unit – IV

Criteria: Levels of language risk, Evaluation of language endangerment, EGIDS, Reasons for Indian languages extinction, Process of extinction.

Unit – V

Endangering languages: Protection and Prevention of endangered languages, Endangered languages of India.

Suggested Readings:

1. Brenzinger, Matthias (ed.) (1992) Language Death: Factual and Theoretical Explorations with Special Reference to East Africa. Berlin/New York: Mouton de Gruyter. ISBN 978-3-11-013404-9.

2. Campbell, Lyle; &Mithun, Marianne (Eds.). (1979). The Languages of Native America: Historical and Comparative Assessment. Austin: University of Texas Press. ISBN 0-292-74624-5.

3. Dorian, Nancy C. (1978). 'Fate of Morphological Complexity in Language Death: Evidence from East Sutherland Gaelic.' Language, 54 (3), 590-609.

4. Dressler, Wolfgand&Wodak-Leodolter, Ruth (eds.) (1977) 'Language Death' (International Journal of the Sociology of Language vol. 12). The Hague: Mouton.

5. Gordon, Raymond G., Jr. (Ed.). (2005). Ethnologue: Languages of the World (15th ed.). Dallas, TX: SIL International. ISBN 1-55671-159-X. (Online rversion:http://www.ethnologue.com).

6. Harrison, K. David. (2007) When Languages Die: The Extinction of the World's Languages and the Erosion of Human Knowledge. New York and London: Oxford University Press.ISBN 978-0-19-518192-0.

7. Mohan, Peggy; &Zador, Paul. (1986). 'Discontinuity in a Life Cycle: The Death of Trinidad Bhojpuri.' Language, 62 (2), 291-319.

8. Sasse, Hans-Jürgen (1992) 'Theory of Language Death', in Brenzinger (ed.) Language Death, pp. 7–30.Thomason, Sarah Grey & Kaufman, Terrence. (1991). Language Contact, Creolization, and Genetic Linguistics. University of California Press. ISBN 0-520-07893-4.

9. Timmons Roberts, J. & Hite, Amy. (2000). From Modernization to Globalization: Perspectives on Development and Social Change. Wiley-Blackwell. ISBN 978-0-631-21097-9.ed.

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

1. Understand scope of Endangered Language
2. Understand reasons for Endangerment of languages and effects of Endangerment
3. Analyze criteria and Endangered Languages of India

Skill Oriented Course - 3
LING: 206(A) LEXICOGRAPHY

Objectives:

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

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

Unit - II

Notation and Format: Preface, Introduction, Guide to users, Guide to pronunciation. Abbreviations, Punctuations and Symbols, Appendices; Planning and organization.

Unit– III

Types of Dictionaries: Criteria of classification – Encyclopaedic 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 –IV

Dictionary Making: Collection of material sources excerption, total and partial excerption leaning-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 – V

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.

Suggested Readings:

1. Droszewski. 1973. **Elements of Lexicology and semiotics**. The Hague. Mouton.

2. Zgusta, L. 1971. **Manual of Lexicography**, The Hague, Mouton.

3. Autonia, H. F. 1968. **Lexicography: Current trends in linguistics. Vol.** 4. ITA school. The Hague, Mouton.

4. House holder, F. W. and Sol Saparts (ed.) 1967. **Problems in Lexicography.** Bloomington. Indian University Press.

5. Bejoint, Henri (2000) **Modern Lexicography: An Introduction**, Oxford U.P. ISBN 978-0-19-829951-6

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.

3. Understand dictionary making

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Skill Oriented Course - 3
LING: 206(B) TRANSLATION

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Objectives:

1. To understand the concept of translation
2. To understand principles and analysis of translation
3. To solve the exercises of translation

Unit –I

The concept of Translation, types of translation, word and sense, equivalence,word level and above word level, grammatical equivalence, formal and dynamicequivalence, loss and gain, untranslatability, Machine translation. Is translation anart or Science? Translations interpretation, free vs. literal Translation.

Unit – II

Principles of translation, Catford, Nida, etc. Translation procedures: literal, paraphrasing, transcription, Transliteration, borrowing, Transference,neutralization; equivalent: cultural, functional, descriptive; reduction or expansion; thumb rules.

Unit – III

Analysis: word and text. Criteria for analysis, text types. Semantic andcommunicative translation. Varieties of general meaning, lexical vs. grammatical meaning, componential analysis. Business language and advertisement, abbreviations and acronyms, coinage and acceptability; speed and adhoc solutions.

Unit – IV

Language development, term planning-challenges, principles in term planning. Metaphor translation. Translation of proper names, types of proper names, roleof script in proper names translation. Evaluation and Testing. Role oftranslation in second language learning/teaching.

Unit – V

Translation exercises: Business letters, official letters, G.Os, Reports, Poetry and Fiction, etc. from English to Telugu, and from Telugu to English.

<u>Suggested Readings</u>:

1. Baker, M. 1992. **In Other words: A Course book on Translation**. London and New York: Routledge

2. Baker, M. (ed) 1998 Rout ledge, **Encyclopedia of Translation Studies,** London and New York. Rout ledge.

3. Catford, John C. 1965. **A Linguistics Theory of Translation,** London, Oxford University Press.

4. Newmark, Peter. 1988. '**Translation Theory Practice** – Hall

5. Bassnett-McGuire, Susan 1980 **Translation Studies** London Methuen

6. *Baker, Mona; Saldanha, Gabriela (2008). Routledge***Encyclopedia of Translation Studies**.*New York: Routledge.* ISBN 9780415369305.

7. Parks, Tim *(2007).* ***Translating style: a literary approach to translation - a Translation Approach to literature****. New York: Routledge.* ISBN 9781905763047

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

1. Understand the concept of translation
2. Understand principles and analysis of translation
3. Solve the exercises of translation

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Skill Oriented Course - 4
LING: 207(A) HUMAN RELATIONS

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Objectives:
1.To understand the introduction of Human Relations
2. To Analyze factors effecting Human Relations and Human Relations Skills
3. To understand Human Relations theory of management and industrial relations.

Unit-I

Introduction of Human relations Concept of Human relations – Examples of Human relations – What is Human relations and why is it important, personality values, attitudes perception, heredity, self esteem, self efficiency, self image.

Unit-II

Factors affecting Human relations: Nature of human relations, The main characteristics of Human relations, Factors affecting Human relations – a) Individual b) workgroup c)Leader d) work environment e) Society, Impact of Technology.

Unit-III

Human Relation Skills: Communication, empathy, conflict resolution, Multi tasking, organization, negotiation, stress management

Unit-IV

Human relations - Theory of Management: What is Human relations theory? elements of Human relations theory, who are the primary contributors to Human relations theory

Unit-V

Industrial relations – Behavioural relations: Conceptions of the Manager, Specialized Management participative management, Responsibility to the worker, laisseze faire (Protestant Ethic), paternalism Responsibility to the community (develop public relations) Training and promotion.

Suggested Reading:

1. Baker Library (n.d) the Human Relations Movement: Harvard.
htts://www.library.hbs.edu/hc/hawthorne/

2. Black,JS & Bright,DS (2019),Organizational Behaviour, Open Stox

3. Bright DS., & Cortes AH(2019) Principals of Management, Open Stox

4. Gitman,L.J.McDamel c., Shak A, Reece M, Kuffel L, Talsma B & Hyatt JC (2018) Instruction to Business, Open stocks

5. RadhaKrishna, Gali– Human Relations; SRK Publications, Tirupati, 2021

6. Sprielman RM, Jenkins, WJ&Lovett, MD (2020) Psycholopsy 2e. Open Stox

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

1. To understand the introduction of Human Relations

2. To Analyze factors effecting Human Relations and Human Relations Skills

3. To understand Human Relations theory of management and industrial relations.

<h1 align="center">Skill Oriented Course - 4</h1>
<h2 align="center">LING: 207(B) COMMUNICATION TECHNOLOGY</h2>

Objectives:

1. To analyze communication theory and Linguistic communication
2. To understand Artificial Intelligence, Machine Translation and Micro planner artificial languages
3. To analyze corpus based approach, Natural Language Processing and technological advances in Communication.

Unit - I
Communication theory: code, channel encoding, decoding, measurement and units of information, binit/bit. Redundancy – Noise – Channel noise, code noise.

Unit – II
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.

Unit –V
Technological advances in communication – Mass media print and electronic transmission.

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 PaninianPerspective**. New Delhi. Prentice Hall.

Course Out Comes: After completion of the course students will be able to
1. Analyze communication theory and Linguistic communication
2. Understand Artificial Intelligence, Machine Translation and Micro planner artificial languages
3. Analyze corpus based approach, Natural Language Processing and technological advances in communication.

OOTC – 1
LING: 208 OPEN ONLINE TRANSDISCIPLINARY COURSE

Open Online Transdisciplinary Course (OOTC)- Students can choose any relevant course of his/ her choice from the online courses offered by Governmental agencies like SWAYAM, NPTEL., etc.,

Indian Knowledge System– 2
LING 209: HUMANITIES AND SOCIAL SCIENCES

Objectives:
1. To provide a general introduction to Indian Knowledge System
2. To unlock the secrets of India's profound wisdom
3. To analyze the philosophies of sagesby the timeless scriptures.

Indian Institute of Management Bangalore via Swayam

Overview

Embark on a captivating voyage through time and intellect as we unveil the hidden gems of the Indian knowledge system in our course, " Indian Knowledge System: Humanities and Sciences." Like a hidden treasure chest waiting to be discovered, this course will unlock the secrets of India's profound wisdom, where the realms of humanities and sciences intertwine to create a tapestry of enlightenment.

UNIT-I
Indian Knowledge System – An Introduction, The Vedic Corpus

UNIT-II
Philosophical Systems, Wisdom through the Ages.

UNIT-III
Knowledge Framework and Classification, Linguistics, Number System and Units of Measurements.

UNIT-IV
Health, Wellness and Psychology

UNIT-V
Town Planning and Architecture, Governance and Public Administration.

Suggested Readings:

1. Humanities and Social Science Kindle Edition, by Prof. Madhavi Pradhan (Author), Prof. Swapnaja Hiray (Author), Prof. Nitin Shekapure (Author)

2. The Philosophy of the Social Sciences: An Introduction by Robert C. Bishop (2007-08-28) Paperback – January 1, 1656

3. Gimpertz, J.J. 1972. Introduction (in JJ Gumpertz, and D. Hymes (ed.) **Directions in sociolinguistics)**. New York. Holt. Rinehart & Winston

4. Hudson, Richard. 1980. **Sociolinguistic**s. Cambridge. Cambridge University Press.

5. Williams, Glyn. 1992. **Sociolinguistics; a sociological critique**. London. Routledge.

6. Fasold, Ralph. 1984. **Sociolinguistics of society**; Oxford. Basil Blackwell.

7. Paulston, Christine Bratt and G. Richard Tucker, eds. **Sociolinguistics: The Essential Readings.** Malden, Ma.: Wiley-Blackwell, 2003.

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

1. Analyze Indian Knowledge System

2. Understand and unlock the secrets of India's profound wisdom

3. Analyze the philosophies of sagesby the timeless scriptures.

Core Course
LING:301 HISTORICAL LINGUISTICS

Objectives:

1. To understand the major breakthroughs in historical Linguistics

2. To understand sound change, Linguistics change and Semantic change

3. To analyses Internal reconstruction, comparative method and Glottochronology

Unit - I

The major breakthroughs in historical linguistics: the genetic hypothesis, the regularity hypothesis, the phonemic hypothesis. Models of language classification: Genealogical, Typological and Arial. Principles of sub grouping.

Unit-II

Concept of a linguistic family: major language families of the world, characteristic features of the language families of India and mutual influences.

Unit – III

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 -IV

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.

Unit-V

Semantic change: nature and types; Internal reconstruction and Comparative method – scope and limitations. Lexicostatistics or Glottochronology: assumptions, aims and method of application.

Suggested Readings:

1. Winfred P. Lehmann, **Historical Linguistics: An Introduction** (Second Edition) (Holt, 1973) ISBN 0-03-078370-4

2. RaimoAnttila, **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. Hoenigswalf, H.M. 1960. **Language change and Linguistic Reconstruction**. Chicago. University of Chicago Press.

6. Turtvent, E.H. 1942. **Linguistic Change**. Chicago. University of Chicago Press.

7. Jeffers, R.J. and Ilse Lehiste. **Principles and Methods for Historical Linguistics**.

8. Greenberg, J.H. 1957. **Essays in Linguistics**. Chicago. University of Chicago Press.

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

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

1. Understand the major breakthroughs in historical Linguistics

2. Understand sound change, Linguistics change and Semantic change

3. Analyses internal reconstruction, comparative method and Glottochronology

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Core Course
LING: 302 DIALECTOLOGY

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Objectives:
1. To Understand the terms of Dialectology, history and development of dialect studies
2. To analyze types of dialects and variability
3. To understand dialect survey methodology and its approaches

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

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

UNIT - III
Types of dialects and variability; variation along social parameters; geographical variation-intelligibility, isoglosses, pattering and gradation.

Unit –IV
Dialect survey methodology; preparation of questionnaire; data elicitation techniques: mapping of dialect variation and drawing of isoglosses: interpretation of dialect maps.

Unit –V
Notions of heterogeneity and variability-interactional and correlational approaches in survey methodology.

Suggested Readings:

1. Chambers, J.K. and Trudgil, Peter. 1990. **Dialectology**. Cambridge. Cambridge University Press.

2. Trudgil, Peter. 1983. **On Dialect: Social and Geographical perspectives**.Oxford. Blackwell.

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. *Thomas, Alan R. (1967),* "Generative phonology in dialectology", *Transactions of the Philological Society 66 (1): 179–203,* doi:10.1111/j.1467-968X.1967.tb00343.x

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.*

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

1. Understand the terms of Dialectology, history and development of dialect studies

2. Analyze types of dialects and variability

3. Understand dialect survey methodology and its approaches

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Core Course
LING: 303 FIELD LINGUISTICS

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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 analyze the collection, recording and processing of data.

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 people's languages and the area of investigation and the collection of sample data.

Unit – V
The recording of dialect of language material. Types and purposes of fieldtranscription. The mechanization of phonetic field work. The reliability and accuracy of phonetic field transcription. The phonetics training for field worker. Collection,analysis andprocessing of the data. The valueof phonetic and linguistic statements.

Suggested Readings:

1. Samarin W J. 1061. **Field Linguistics – Aguide to Linguistics field work**, New York
2. Nida, EA. 1978. (2nded.) **Morphology**.University of Michigan press.Srlion
3. Kiberik A.E. 1977 **The Methodology of Field infestations in Linguistics**Moulton 2 Co
4. Paul Newman and Mirth Ratlife (Eds.) **Linguistics, Field work,** UK Cambridge UniversityPress.
5. Crystal, David (1990). Linguistics.Penguin Books. ISBN 9780140135312.
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.

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. Understand techniques and methods of elicitation and collection of Linguistic data
3. Analyze the collection, recording and processing of data.

<div align="center">

Core Course

LING: 304 COMMUNICATION DISORDERS AND SPEECH PATHOLOGY

</div>

Objectives:

1. To understand disordered communication, language and the brain
2. To understand articulation, language and hearing disorders
3. To understand speech pathology

Unit – I

Definition of Communication. Speech and hearing communication. Modes ofCommunication. Theories and models of human communication. Normal vs. Disordered communication.

Unit- II

Language and the Brain – Broca's aphasia – Wernicke's aphasia, conduction aphasia, expressive aphasia, receptive aphasia. Dominance, language area, Neurolinguistic processing. Definitions of Aphasia, Agnosia, Apraxia, Anarthria of Dysarthria, Dyslexia.

Unit –III

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 –IV

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-V

Disorders of manner of production. Other (writing-Agraphia) language related disorders. Speech pathology localized lesions. Diffuse vs. Loss, problems of neurological cor-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.

<u>**Suggested Readings**</u>:

1. Obler, 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**. New York. Meredish Corporation.

4. Ruth Lesser. **Linguistic investigations of aphasia**, London, Edward Arnold pubklishers 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 disordered communication, language and the brain
2. Understand articulation, language and hearing disorders
3. Understand speech pathology

<div align="center">

Core Course
LING: 305 RESEARCH METHODOLOGY
</div>

Objectives:
1. To understand purpose, scope, methods and tools of research
2. To understand problem identification, methods of study and scientific methods in field work of research
3. To analyze research work convert to PDF

Unit -I

Research: its meaning, purpose and scope - Methods and tools in research – Scientific objectivity Inductive and Deductive procedures. Research methods in Social Sciences, Humanities, Language and Literature.

Unit –II

Identification of the problem and selection of the topic for research-The reasons for selecting the problem-Its relevance and importance from the point of view of theory or application or contribution to knowledge in general.

Unit–III

Methods in the study and collection of the material-The sources of material- collection of source material. Methods of collecting source material.

Unit–IV

Scientific methods in fieldwork: preparation of questionnaire, Scheme ofelicitation, interviews, etc. Monolingual (direct) and bilingual methods of collection of material –Participant observation, selection of informants: Bio-data-speech recording- Phonetic phonemic transcription. The need for a pilot survey and the collection of sample data. The recording of Language material. Types and purposes of filed translation: Analyzing the data. Preparation of the research report. References and bibliography.

Unit-V

Research work convert to PDF: MS word to PDF, EXCEL to PDF, Power point to PDF, Paint to PDF.

Suggested Readings:

1. Gopal, M. H. **Introduction to Research procedure in social sciences**.
2. Margerett Stracy. **Methods of Research**.
3. Cambel, W. B. **Form and style in thesis writing**.
4. Tharmalingom, N. **Research Methodology**. Mumbai. Himalaya publishing House.
5. Kothari, C. R. **Research Methodology (Methods and Techniques)**. New Delhi.
   New Age International Publishers.
6. Petyt, K. M. **The study of dialect and introduction to Dialectology**. London.
   Andre Deutsch Limited.
7. Longcker, Ronald W. 1972. **Fundamentals of Linguistic Analysis**. New York.
   Barcourt Brace Jovanovich, Inc.
8. Francis, W. N. and Longman. **Dialectology – An introduction**. London.
9. Radhakrishna Gali, 2021 – **Research Work convert to PDF,**SRK Publications,Tirupati.

Course Out Comes: After completion of the course students will be able to
1. Understand purpose, scope, methods and tools of research
2. Understand problem identification, methods of study and scientific methods in field work of research
3. Analyze research work convert to PDF

Skill Oriented Course - 5
LING 306(A) DICTIONARY MAKING

Objectives:

1. To understand types of dictionaries
2. To analyze Monolingual Dictionary Making
3. To analyze Bilingual Dictionary Making.

Unit – I

Definition of Dictionary or Lexicon; **Types of Dictionaries:** Encyclopaedic vs. linguistic, Synchronic vs. Diachronic, General vs. restricted. General Dictionaries, Standard descriptive, overall descriptive.

Unit-II

Historical dictionaries**;** Special Dictionaries, Pronouncing vs spelling dictionaries. Indices and concordances. Dictionaries of synonymy,etc. Number of languages: monolingual, bilingual,multilingual. Size of the dictionaries: Academic dictionaries.

Unit –III

Monolingual Dictionary Making: Collection of material - excerption, - cleaning-Lexicographic context- scriptoria, 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.

Unit-V:

Bilingual Dictionary Making: Collection of Material; Selection of entries Equivalent, translational and descriptive of explanatory equivalent, categorical equivalence. Form of entries: Lemma, spelling, pronunciation, grammatical information. Glosses and labels, examples.

Suggested Readings:

1. Sing, R.A. 1982. **An introduction to lexicography**. Mysore. CIIL.

2. Zgusta, L. 1971. **Manual of Lexocography**, The Hague, Mouton.

3. Autonia, H. F. 1968. **Lexicography: Current trends in linguistics. Vol.** 4. ITA school.

   The Hague, Mouton.

4. House holder, F. W. and Sol Saparts (ed.) 1967. **Problems in Lexicography.** Bloomington. Indian University Press.

5. Bejoint, Henri (2000) **Modern Lexicography: An Introduction**, Oxford U.P. ISBN 978-0-19-829951-6

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

1. Understand types of dictionaries

2. Analyze Monolingual Dictionary Making

3. Analyze Bilingual Dictionary Making.

LING 306(B) MULTI-DISCIPLINARY CAPACITY BUILDING

Objectives:
1. To understand Health and Environmental and Social Safety Studies
2. To analyze Physical and Health Education Studies
3. To understand Work Experience and Art Education

Unit-I:

Health and Environmental Studies: Personal hygiene, environmental cleanness(cleanness of hair, nails, teeth, eyes, skin, cloths, shoes, environment etc.,), Factors affecting nutrition level of an individual, need of balanced diet, Importance of balanced diet,, communicable diseases – prevention and care.

Unit-II

Social Safety Studies: Concept of Social safety, Road rules and Traffic symbols, concept and definitions of First Aid, Types First Aid, First Tool Kit/Box, Precautions to be followed in giving First Aid, 104 and 108 services.

Unit-III

Physical and Health Educational Studies: What is Physical Education, Concept, Definition, Importance and Objectives of Physical Education, Role of Physical Education in the development of Psycho – Motor Domain, what is Health Education, Concept, Definition, Importance and objectives of Health Education, Factors affecting Health, difference between Physical and Health Education, Leadership Qualities, Character Building.

Unit-IV

Work Experience: Concept, Scope and Need of Work Experience: Specific Significance of Work Experience of Quality Education, Objectives and Specifications of Work Experience, Basis of Work Experience – Philosophical, Psychological, Socio-Economical basis of Work Experience, de-centralization of Work Experience, Role of Community and Parent-Teacher Association of Work Experience, Dignity of Labour, digging or cleaning of brains, washing or repairing or dying of cloths, clean and green.

Unit-V

Art Education: Art and Aesthetics, Art and Society, Art and Human Development, Place of Visual and Performing Arts in Teaching, Art and Craft Indian Festivals and its Artistic Significance.

Suggested Readings:

1. Dash, B.N. – **Health and Physical Education**, Neel Kamal Publications, Pvt. Ltd., Hyderabad,2010, ISBN: 8183161871,9788183161879.

2. Krishamacharyulu,V. – **Elements of Work Experience,** Neel Kamal Publications Pvt. Ltd., Hyderabad, ISBN:978-81-8316-667-6 .

3. Krishamacharyulu, V.K. Ramanachary and K. Vijaya Rao – **Samarthyala Pempudala Capacity Building**, Neel Kamal Publications, Pvt. Ltd., Hyderabad,2019, ISBN: 978-81-8316-131-2

4. NCERT, New Delhi -**Work Experience in School Education**, Guide Lines.

5. Radhakrishna Gali – **Art Education**, Jayam Publications,Hyderabad,ISBN:978-93-85108-56-3

Course Out Comes: After completion of the course students will be able to
1. Understand Health and Environmental and Social Safety Studies
2. Analyze Physical and Health Education Studies
3. Understand Work Experience and Art Education

Skill Oriented Course - 6
LING 307(A) LANGUAGE FAMILIES OF INDIA AND COMPARATIVE DRAVIDIAN

Objectives:

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

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 ad Austro-Asiatic words in Dravidian and Persio-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.

Unit-V

Phonological, Morphological and Syntactical reconstruction of Dravidian.Dravidian sandhi system. Dative subjects.

Suggested Readings:

1. Emeneau, M.B. 1980. **Language and Linguistic area**. Stanford, California, Stanford University Press.
2. Krishnamurthi, Bhadriraju. 2003.**The Dravidian Languages**. NewYork. Cambridge University Press.
3. "Dravidian languages". *Encyclopædia Britannica Online*. Retrieved10 December 2014.
4. Krishnamurti, Bhadriraju (2003). The Dravidian Languages. Cambridge UniversityPress.ISBN: 0521771110.
5. Subramanyam, P.S. 1997. **DravidaBhashalu**. Hyderabad. PS Telugu University.
6. Emeneau, M.B. 1970. **Dravidian Comparative Phonology: A sketch**. Annamalai Nagar, Annamalai University.
7. Kamilzvelebil. 1970. **Comparative Dravidian Phonology**. The Hague, Paris. Mouton.

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

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

LING 307(B) COMPUTATIONAL LINGUISTICS

Objectives:
1. To understand Computational Phonetics, Phonemics, Morphology and Syntax
2. To understand computational semantics and Lexicography
3. To analyze application of computational linguistics

Unit-I
Computational Phonetics and Phonemics: Speech Production and Acoustic – Phonetics. Articulatory Phonetics: Acoustic Phonetics: Prosodic features, speech signal processing parameters and features of speech. Phonological rules and Transducers: Advanced issues in Synthesis – text-to-speech system: speech recognition-speech-to-text system.

Unit-II
Computational Morphology and Syntax: Morphology and Syntax: Morphology – morpheme; free, bound, segmentation and orthography – Inflectional, Derivational and Compositional morphology – word structure, Morphological analysis – different approaches. Representation of morphological information: MRD (Machine Readable Dictionary) for stems, for suffixes, morphological levels of organization of suffixes – morphophonemic's, The Lexicon and Morphotactics, Morphological parsing and Finite-State Transducers. Parsing-Parsing in traditional grammar; in formal linguistics, Classification of parsing; Top-down vs. Bottom-up.

Unit-III
Semantics and Knowledge representation: Representing Meaning: Computational Desiderata for Representations: Verifiability: Unambiguous Representations: Canonical Forum: Inference and Variables: Expressiveness: Meaning Structure of Language: Predicate-Argument Structure: First Order Predicate Calculus: Elements of FOPC; the Semantics of FOPC; Variables and Quantifiers; Inference.

Unit-IV
Computational Lexicography: Lexicography – Dictionary – Stages of dictionary preparation 1) data collection, 2) entry selection, 3) entry construction and 4) entry arrangement, role of computers in each stage, computer based dictionary – making MRD (Machine Readable Dictionary), Lexical resources, Role of language corpus in Lexicography; Electronic Dictionary (ED); Advantages of ED over conventional dictionary – features of ED.

Unit-V
Application of Computational Linguistics: Machine Translation (MT) – different approaches; direct interlingual, transfer problems in lexical transfer – Computer Aided Learning/Teaching titles – role of computational linguistics in language teaching; Building Search Engines; Information retrieval.

Suggested Readings:
1. Allen, J. 1995. Natural Language Understanding. The Benjamin Company.
2. Ganesan, M et al. 1994 Morphological Analysis for Indian Languages in Information
3. Technology Applications in Language, Script and Speech (ed) S.S. AGARWAL. New Delhi.
4. Hutchins , WJ. 1982. The evaluation of Machine Translation System in Practical Experience of machine translation System (ed) V. Lawoon (ed), Noth-Holland publishing company.
5. Kening. KJ. Et al, 1983, An introduction to Computer Assisted language Teaching, UK: OUP
6. Lewis, D. 1992, Computers and translation, in Computers and Written Texts (ed) Christopher S. Butler, Oxford: Blackwell.
7. Meijs,W.1996, Linguistic Corpora and Lexicography, in annual Reviews of Linguistics, Vol.16

Course Out Comes: After completion of the course students will be able to
1. Understand Computational Phonetics, Phonemics, Morphology and Syntax
2. Understand computational semantics and Lexicography
3. Analyze application of computational linguistics

OOTC – 2
LING: 308 OPEN ONLINE TRANSDISCIPLINARY COURSE

Open Online Transdisciplinary Course (OOTC)- Students can choose any relevant course of his/ her choice from the online courses offered by Governmental agencies like SWAYAM, NPTEL., etc.,

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OOSDC
LING 401: OPEN ONLINE SKILL DEVELOPMENT COURSES

Open Online Skill Development Course (OOSDC) - Students can choose any Two relevant courses of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc., to get 8 credits (with 4 credits from each course)

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LING 402: PROJECT WORK

Project work carries **300 Marks** (Dissertation -200 marks, Seminar- 50 marks, Viva – voice – 50 marks).