

M. A. Linguistics

Syllabus

(With effect from 2026-27)

Program Code :



DEPARTMENT OF LINGUISTICS

Bharathiar University

**(A State University, Accredited with “A++”Grade by NAAC and
15th Rank among Indian Universities by MHRD-NIRF)**

Coimbatore 641 046, INDIA

BHARATHIAR UNIVERSITY:: COIMBATORE 641046
DEPARTMENT OF LINGUISTICS

MISSION

The Department of Linguistics was established in the year 1985. Since its inception, the department is successfully doing higher researches and offering courses leading to M.A., and Ph.D. degrees. In addition to these, the Department of Linguistics has taken up academic extension activities in the socially relevant areas such as tribal literacy, tribal empowerment, teacher training, etc.

The Department of Linguistics has a tradition of excellence in teaching and research. It is a vibrant centre of research and teaching and committed to diversity of linguistic phenomena through different modes of inquiring.

The department of linguistics has a lofty mission imbibe the art and science of analysing the languages in the minds of the future linguists in order to write grammar, learn and teach the language, prepare teaching-learning and evaluation materials, apply the knowledge of language in different disciplines and to theorize. The department has potential infrastructure for innovative researches on phonetic studies through computer programming and corpus collection in view of documenting the endangering tribal languages of Western Ghats.

EMPLOYMENT AND HIGHER STUDIES

Program Educational Objectives (PEOs)	
The M.A. Linguistics program describe accomplishments that graduates are expected to attain within five to seven years after graduation	
PEO1	Teaching in Schools, Colleges, Universities and Research Institutions
PEO2	Central Institutes: Central Institute of Indian Languages(CIIL), Language Division, Kolkata, Indian Statistics Institute(ISI), Puducherry Institute of Linguistics and Culture(PILC), All India Institute of Speech and Hearing (AIISH), Regional Institutes: International Institute of Tamil Studies(IITS), Central Institute of Classical Tamil(CICT),
PEO3	Writing and editing jobs at Mass media, professional and technical communications
PEO4	Lexicographers, translators, research associate of language documentation and research,
PEO5	Language analyst, psycholinguist, engineers in NLP, Forensic linguist, Accent trainer,
PEO6	Broadcaster, News Reader, Interpreter, Language editors, Copy writer, Content writer
PEO7	Machine Learning Engineer, Computational Linguist, Data Scientist,
PEO8	Language editing and processing in Digital Humanities
PEO9	Higher Studies and Research at Indian and Foreign Universities

PROGRAM SPECIFIC OUTCOMES (PSOS)

Program Specific Outcomes (PSOs)	
After the successful completion of M.A. Linguistics program, the students are expected to	
PSO1	Master the complexity of language features in use and usage through cognitive, biological, cultural, and social factors
PSO2	Learn new language , collect, organize and analyze linguistic data from diverse languages in comparative and contrastive research methods
PSO3	To understand the technicality of employing the language in the fields such as Business, Computer Science, Translation, Culture, Teaching and Learning, Psychology and Dictionary Making.
PSO4	Acquire the academic and technical knowledge for linguistic research, publication and teaching
PSO5	Help the Tribal Societies by studying, documenting and revitalizing their language and Culture
PSO6	Incorporate the linguistic science in computer technologies
PSO7	Apply the linguistics knowledge in professional, Judiciary, Investigating agencies and research activities
PSO8	Understand the concepts, theories, and methodologies adopted by linguists in various research perspectives

PROGRAMME OUTCOMES

Program Outcomes (POs)	
On successful completion of the M. A. Linguistics program	
PO1	Students can learn a new language and understand the nature and function of language in terms of sound, structure and meaning.
PO2	Students can get familiarity with the basic concepts and assumptions of different theoretical frameworks of linguistics discipline, and obtain the ability to critically question and evaluate these assumptions.
PO3	Integrate relevant knowledge to document and establish a foundation for advanced researches in indigenous languages and people.
PO4	Grasp the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors.
PO5	Students can employ their linguistic knowledge and skills in teaching, training and linguistics researches at further studies.
PO6	Can engineer the mechanics of language through various linguistic components so as to employ them in Natural language processing.
PO7	Demonstrate the in depth knowledge and understanding of the concepts, theories, and methodologies proposed by linguists in Linguistics and its different applied and subfields.
PO8	Students can apply their linguistic knowledge to enhance their writing activities and also to improve their understanding on psycho-socio skills in inter and intra lingual communicative contexts.
PO9	Students can attain a comprehensive understanding of the basic principles of research in theoretical and descriptive linguistics.
PO10	Understand and demonstrate the technical vocabulary and theoretical tools of the field, necessary to read published linguistic research.

BHARATHIAR UNIVERSITY: : COIMBATORE 641 046
M. A LINGUISTICS Curriculum (University Department)
(For the students admitted during the academic year 2026– 27 onwards)

Course Code	Title of the Course	Credits	Hours		Maximum Marks		
			Theory	Practical	CIA	ESE	Total
FIRST SEMESTER							
LINBO1	Phonetics and Phonology	4	60	-	25	75	100
LINBO2	Morphology	4	60	-	25	75	100
LINBO3	Syntax	4	60	-	25	75	100
LINBO4	Semantics	4	60	-	25	75	100
LINGE01	Elective: Language : Malayalam / Kannada	4	60	-	25	75	100
	Supportive-I	2	30		12	38	50
1JA	Certificate Course - I	2	30		12	38	50
Total		24					600
SECOND SEMESTER							
LINBO5	Language Teaching Methods	4	60	-	25	75	100
LINBO6	Forensic Linguistics	4	60	-	25	75	100
LINBO7	Lexicography	4	60	-	25	75	100
LINBO8	Sociolinguistics	4	60	-	25	75	100
LINGE02	Elective: History of Tamil Language	4	60	-	25	75	100
	Supportive-I	2	30		12	38	50
Total		22					550
THIRD SEMESTER							
LINBO9	Translation Theory and Practice	4	60	-	25	75	100
LINBO10	Historical and Comparative Linguistics	4	60	-	25	75	100
LINBO11	Schools of Linguistics	4	60	-	25	75	100
LINBO12	Computational Linguistics	4	60	-	25	75	100
LINGE03	Elective: Documentation of Endangered Languages	4	60	-	25	75	100
	Supportive-I	2	30		12	38	50
3JA	Job Oriented Course - I	2	30		12	38	50
Total		24					600
FOURTH SEMESTER							
LINBO13	Field Linguistics	4	60	-	25	75	100
LINBO14	Dialectology and Bilingualism	4	60	-	25	75	100
LINBO15	Soft Skills	4	60	-	25	75	100
	Project Work						
	Project and Viva Voce	8	-	-	-	-	200

LINGE04	Neurolinguistics	4	60	-	25	75	100
	Total	24					600
	Sub Total	94					2,350
SUPPORTIVE COURSE OFFERED TO OTHER DEPARTMENT							
I Semester	Title of the course						
LINGS01	Basic Phonetics	2	30		12	38	50
LINGS02	Basics of Translation	2	30		12	38	50
II Semester							
LINGS03	Introduction to Dravidian Languages	2	30		12	38	50
LINGS04	Language for Special Purpose	2	30		12	38	50
III Semester							
LINGS05	Dictionary Making	2	30		12	38	50
LINGS06	Introduction to Language Teaching Methods	2	30		12	38	50
LINGS07	Basics of Forensic Linguistics	2	30		12	38	50
ONLINE COURSES							
1	Mooc's –Online course(SWAYAM, NPTEL)	2					
CERTIFICATE COURSES							
1	Professional Writing	2	30				50
2	Tribal Studies	2	30				50
3	Teaching English as Second Language	2	30				50
JOB- ORIENTED COURSES							
4	Corpus Linguistics	2	30				50
5	Clinical Linguistics	2	30				50

Course code	LINBO1	PHONETICS AND PHONOLOGY	L	T	P	C
Core			4			4
Pre-requisite		Knowledge in Reading and Speaking	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To train the students to identify the speech sounds of world languages.						
2. To enable the students to classify and transcribe the speech sounds of Language of various natures besides imparting different schools of thought pertaining to phonetics and phonology						
3. To train them with IPA transcription for any language						
4. To identify the parts of the vocal tract and their roles in speech production						
5. To describe phonological patterns using phonological rule format and feature specifications.						
6. To train the students about the methods of phonemic analysis						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	To remember broad and narrow transcription in phonetics					K1
2	Understands segmental and supra segmental features of speech sounds.					K2
3	Apply the concept of phonetic transcription methods by using IPA					K3
4	Describe and analyze various phonetic and phonological perspectives in recorded language data					K4
5	To evaluate phonemes and allophones and from basic phonological pattern of any given languages.					K5
6	Creating awareness about various aspects of research on world language.					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1						
Unit:1		PHONETIC STUDY	12 -- hours			
Definition Phonetics – Branches of Phonetics: Articulatory Phonetics – Acoustic Phonetics – Auditory Phonetics – Speech organs and their function - Airstream mechanism – Pulmonic, Glottal and Velaric Airstream mechanism – Sound Production: - Place of articulation - Manner of articulation – Active and Passive articulators – Kinds of Phonation – Different kinds of Strictures.						
Unit:2		CLASSIFICATION OF SPEECH SOUNDS	12 -- hours			
Speech sounds: Vowels Production, Tongue Position, Lip Position, Rounded and unrounded Vowels, Cardinal Vowels – Consonants sub classification – Monothongs and Diphthongs – Co-articulation, segments, syllabic structure, open and closed syllable, onset, peak and coda – Supra segmental						

Features: Definition and Classification – Stress, Primary and secondary stress - Tone, Pitch, Intonation and Juncture.		
Unit:3	TRANSCRIPTION	12 -- hours
Transcription Definition – Use of transcription - Recording and transcribing speech sounds – IPA – Phonetics symbols – Kinds of transcription: Narrow and Broad Transcription - Transcription practice in phonetics Laboratory – Writing and Reading transcription – Transcription Assignments – Importance of speech visualization – Speech Analysis Tools – Overview of software (PRAAT, etc)		
Unit:4	PHONOLOGY	12 -- hours
Relation of Phonetics and Phonology – Phone, Phoneme and Allophone – Phoneme Identification procedures – Complementary distribution – Contrastive distribution – Free variation – minimal pair – Neutralization and Archiphoneme.		
Unit:5	PHONOLOGY IN DIFFERENT SCHOOLS	10 -- hours
Descriptive Phonology – Prague Phonology – Generative Phonology - Auto segmented Phonology – Linear – Non-Linear Phonology – Computational Phonology Lexical Phonology – Optimality theory.		
Unit:6	CONTEMPORARY ISSUES	2 -- hours
Expert lectures, online seminars – webinars		
	Total Lecture Hours	60 --hours
Text Book(s)		
1	Abercrombie, D. (1967). <i>Elements of phonetics</i> . Edinburgh University Press.	
2	Ashby, M., & Maidment, J. (2005). <i>Introducing phonetic science</i> . Cambridge University Press.	
3	Brosnahan, L. F., & Malmberg, B. (1976). <i>Introduction to phonetics</i> . Cambridge University Press.	
4	Catford, J. C. (1988). <i>A practical introduction to phonetics</i> . Clarendon Press.	
5	Nida, E. A. (1949). <i>Morphology: The descriptive analysis of words</i> . University of Michigan Press.	
6	Pike, K. L. (1947). <i>Phonemics: A technique for reducing languages to writing</i> . University of Michigan Press.	
7	International Phonetic Association. (1999). <i>Handbook of the International Phonetic Association: A guide to the use of the International Phonetic Alphabet</i> . Cambridge University Press.	
8	Abercrombie, D. (1967). <i>Elements of phonetics</i> . Edinburgh University Press.	

9	Gleason, H. A. (1961). <i>An introduction to descriptive linguistics</i> . Holt, Rinehart and Winston.
10	Fry, D. B. (1979). <i>The physics of speech</i> . Cambridge University Press.
11	Bharadwaj. (n.d.). <i>English phonetics and phonology</i> . Jain Vishva Bharati Institute.
12	Katamba, F. (1989). <i>An introduction to phonology</i> . Longman.
Reference Book (s)	
1	Odden, D. (2005). <i>Introducing phonology</i> . Cambridge University Press.
2	Durand, J. (1990). <i>Generative and non-linear phonology</i> . Longman.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://www.internationalphoneticassociation.org/redirected_home
2	https://www.internationalphoneticassociation.org/content/links-phonetics-resources#A6
3	https://all-about-linguistics.group.shef.ac.uk/
4	https://sites.google.com/a/sheffield.ac.uk/aal2013/branches/phonetics/what-is-phonetics
5	https://www.britannica.com/science/phonetics
6	https://www.routledgehandbooks.com/pdf/doi/10.4324/9781315145006-4
7	https://linguistics.berkeley.edu/~kjohnson/English_Phonetics/
Course Designed By: Dr. P. SANKARGANESH, sankarganesh@buc.edu.in	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	S	S	M	M	S	S
CO2	S	M	S	M	M	S	M	S	M	S
CO3	S	S	S	M	M	S	S	S	S	S
CO4	S	M	S	S	S	M	M	S	S	M
CO5	M	S	M	M	S	M	S	S	M	S

*S-Strong; M-Medium; L-Low

Course code	LINB02	MORPHOLOGY	L	T	P	C
Core			4			4
Pre-requisite		Knowledge in Grammar and Writing	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. Equip the students with the Linguistics techniques of morphological analysis and to know the concepts of morphology.						
2. Know the inflection and derivation of words						
3. Know the morphological analysis related to nouns and verbs						
4. Know the techniques of analysing the morphology of a new language						
5. Know the relationship of morphology and syntax						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the concepts of Morphology					K1
2	Understands the procedures for the analysis of morphology of any language					K2
3	Apply the principles for any unknown languages					K3
4	Analyze their mother tongue as well as a new language to write a grammar					K4
5	Evaluate the principles applied in other languages by contrastive study					K5
6	Create rules for Morphological Analyzer					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1						
Unit:1		ELEMENTS OF MORPHOLOGY			12 -- hours	
Introduction: Morphology – Morphological Units – Morph - Allomorph – Morpheme – Monomorphemic Word – Dimorphemic Word – Polymorphemic Word – Parallelism between Morphological Terms and the Phonological Terms.						
Unit:2						
Unit:2		CLASSIFICATION OF MORPHEMES			12 -- hours	
Classification of Morphemes: Roots and Stem. Affixes: Prefix – Infix – Suprafix - Suffix. Types of Morphemes: Free Morpheme vs. Bound Morpheme, Continuous vs. Discontinuous, Obligatory vs. Optional, Additive, Subtractive, Reduplicative, Completive vs. Noncompletive – Nucleus vs. Non Nucleus Morphemes. Types of Morphs: Empty – Zero – Portmanteau – Replacive – Endocentric – Exocentric – Abbreviations. Inflection and Derivation.						
Unit:3						
Unit:3		WORD FORMATIONS			12 -- hours	
Identification of Morphemes: Morph - Morpheme – Allomorph – Nida's Principles. Procedures for Segmenting Morphs – Grouping Allomorphs into Morpheme – Conditioning of Allomorphs						

Phonologically and Morphologically. Morphophonemics: Internal Sandhi vs. External Sandhi, Phonemic Changes, Regular vs. Irregular.		
Unit:4	STRUCTURE OF SYLLABLES AND FORMS	12 -- hours
Differences between Word and Morpheme: Structure of Word: Syllables – Monosyllabic – Disyllabic – Trisyllabic, Types of Words. Free Compound Complex. Paradigmatic and Syntagmatic Relations: Item and Arrangement – Item and Process – Word and Paradigm Morphosyntactic Structure Cases, Participles – Morphological analyzer.		
Unit:5	NOUN & VERB MORPHOLOGY	10 --hours
Morphology: Noun Morphology – Pronouns, Number, Gender – Numerals - Case grammar. Verb Morphology: Verb Structure – Tense Marker – Finite vs. Non-finite Verb. Adjectives, Adverbs, Particles, Clitics.		
Unit:6	CONTEMPORARY ISSUES	2 -- hours
Expert Lectures, Online Seminars – Webinars		
	Total Lecture Hours	60 hours
Text Book(s)		
1	Hockett, C. F. (1958). <i>A course in modern linguistics</i> . Macmillan.	
2	Matthews, P. H. (1974). <i>Morphology</i> . Cambridge University Press.	
3	Nida, E. A. (1949). <i>Morphology: The descriptive analysis of words</i> . University of Michigan Press.	
4	Elson, B., & Pickett, V. S. (1962). <i>An introduction to morphology and syntax</i> . Summer Institute of Linguistics.	
5	Aronoff, M., & Fudeman, K. (2022). <i>What is morphology?</i> (3rd ed.). Wiley.	
Reference Book(s)		
1	Agesthalingom, S. (1967). <i>A generative grammar of Tamil</i> . Department of Linguistics, Annamalai University.	
2	Gleason, H. A. (1976). <i>An introduction to descriptive linguistics</i> . Holt, Rinehart and Winston.	
3	Verma, S. K., & Krishnaswamy, N. (1989). <i>Modern linguistics: An introduction</i> . Oxford University Press.	
4	Crystal, D. (1987). <i>The Cambridge encyclopedia of language</i> . Cambridge University Press.	
5	Lyons, J. (1968). <i>Introduction to theoretical linguistics</i> . Cambridge University Press.	
6	Dash, N. S. (2011). <i>Corpus linguistics and language technology with reference to Indian languages</i> . Atlantic Publications.	

7	Gorman, K., & Sproat, R. (2022). <i>Finite-state text processing</i> . Morgan & Claypool.
8	Ahmed, S. (2025). <i>Artificial intelligence and word morphology</i> . Crown Publishing.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://www.youtube.com/watch?v=zQ81ypnnMH0
2	https://www.goodreads.com/book/show/3467141-morphology?
Course Designed By: Dr. N. VIJAYAN, vijayan@buc.edu.in	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	M

*S-Strong; M-Medium; L-Low

Course code	LINBO3	SYNTAX	L	T	P	C
Core			4			4
Pre-requisite		Grammatical and Syntactical Knowledge of Language	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. Making the students to know about the language, its structure and word order of sentences						
2. Prepare the students to familiarize with the basic goals and assumptions of Generative Grammar						
3. Disseminate the students in the rudiments of syntactic analysis and syntactic theorizing and argumentation						
4. Introduce the computational models and natural language structures for language parsing techniques						
5. Train the students with the major syntactic structures and their relevance to linguistic theory						
6. Developing the critical thinking of the students through the analysis, interpretation and application of morphological and syntactical structures of language						
7. Enhancing the students' grammatical, structural and pragmatic knowledge for personal and professional applications						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Students can learn the major syntactic structures and their relevance in linguistic theory					K1
2	Students can understand the word order and structure of sentences in language					K2
3	Learners can apply the basic knowledge of language in Generative Grammar models					K3
4	Students can analyze the rudiments of syntactic theories and argumentation in natural languages					K4
5	Comparison of deep structure and surface structure of language will help learners peruse researches. Learners can compare the linguistics structures of L1 and L2 so as to avoid language errors in use.					K5
6	Students can create language structures of various types for linguistics knowledge enhancement					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1						
PARTS OF SPEECH AND IC ANALYSIS			12 -- hours			
Syntax – Introduction, Parts of Speech, Nouns and Determiners – Adjectives – Verbs – Prepositions – Adverbs – Conjunctions - Interjections, The Notion of ‘Word’, Word Classes						

and Phrases, Phrase Structure - Rewrite System, IC Analysis, Constitutes and Constituents - Immediate Constituents: Kinds of IC- Hierarchical Structure.		
Unit:2	PHRASE STRUCTURE GRAMMAR	12 -- hours
Phrase – Structure - Rewrite, Tree Structures, Structures Defined by the Grammar System – Alternative Rules - The Function – Form Interface - Realizations of Subject - Predicate – Direct Object - Indirect Object- Adjuncts, Grammatical Functions and Theoretic Roles, Modification and Ambiguity – Ambiguity - Limitations of Phrase Structure Description.		
Unit:3	TRANSFORMATIONAL GRAMMAR AND MOVEMENTS	12 -- hours
The Structure of the Lexicon – Lexemes - Nominal Lexemes - Verbal Lexemes - Constant Lexemes - Lexemes vs. Parts of Speech - Transformational Grammar: Deep Structure and Surface Structure - Transformational Rules, Categorizations - Functional Notions - Syntactic Features. Form and Function, Sentence Analysis – Phrase - Structure. Head to Head Movement - Verb Movement - NP Movements, Components of Transformational Grammar.		
Unit:4	COMPONENTS OF X-BAR AND BINDINGS	12 -- hours
Cross-Categorical Generalizations: Heads, Complements and Specifies, The Notions Co-index and Antecedent – Binding - Locality Conditions on the Binding of Anaphors – The Distribution of Pronouns Rule – System – Lexicon – Syntax - PF Component - LF Component, Pronominal Agreement, Binding in Prepositional Phrases.		
Unit:5	SYNTACTIC THEORIES	10 -- hours
Introduction To Syntactic Theories: Interface with Interpretation: The Syntax of Scope, Generalized Phrase Structure Grammar (GPSG), Head Driven Phrase Structure Grammar (HPSG), Quantification in Abstract Syntax – Syntactic Aspects of 1980 - Minimalism 1990 - Deconstructing Binding, Syntactic Reconstruction Effects.		
Unit:6	CONTEMPORARY ISSUES	2 -- hours
Expert lectures, online seminars – webinars		
	Total Lecture Hours	60 -- hours
Text Book(s)		
1	Carnie, A. (2001). <i>Syntax: A generative introduction</i> . Blackwell Publishers.	
2	Aarts, B. (2001). <i>English syntax and argumentation</i> . Palgrave Macmillan.	
3	Chomsky, N. (1965). <i>Aspects of the theory of syntax</i> . MIT Press.	
4	Chomsky, N. (1984). <i>Lectures on government and binding</i> . Foris Publications.	
5	Gleason, H. A. (1976). <i>An introduction to descriptive linguistics</i> . Holt, Rinehart and Winston.	

6	Hockett, C. F. (1958). <i>A course in modern linguistics</i> . Macmillan.
7	Sag, I. A., Wasow, T., & Bender, E. M. (2003). <i>Syntactic theory: A formal introduction</i> (2nd ed.). CSLI Publications.
8	Tallerman, M. (2019). <i>Understanding syntax</i> (5th ed.). Routledge.
Reference Book(s)	
1	Isaac, C. (1974). <i>An introduction to the theory of transformational generative grammar</i> . College Book House.
2	Joshi, A. K., & Kroch, A. S. (1985). <i>The linguistic relevance of tree adjoining grammar</i> . University of Pennsylvania.
3	Baltin, M., & Collins, C. (Eds.). (2001). <i>The handbook of contemporary syntactic theory</i> . Blackwell Publishers.
4	Van Valin, R. D. Jr. (2001). <i>An introduction to syntax</i> . Cambridge University Press.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	http://ufal.mff.cuni.cz/~hana/teaching/ling1/06-Syntax.pdf
2	https://plato.stanford.edu/entries/word-meaning/
3	https://dahliasagucio.wordpress.com/tag/immediate-constituents-analysis/
4	https://www.thoughtco.com/phrase-structure-grammar-1691509
5	https://www.thoughtco.com/transformational-grammar-1692557
6	http://www.sfu.ca/person/dearmond/322/Grammar.htm
7	https://kevinbinz.com/2017/10/02/x-bar-theory/
8	https://linguistics.ucla.edu/people/stabler/isat.pdf
Course Designed By: Dr. V.M. SUBRAMANIAN, subramanian@buc.edu.in	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	S	S	S	M	M	S
CO2	S	M	M	S	S	S	L	S	M	M
CO3	S	M	S	M	S	S	S	M	S	M
CO4	S	S	S	M	S	S	S	M	S	S
CO5	S	S	S	M	M	S	S	M	S	M

*S-Strong; M-Medium; L-Low

Course code	LINBO4	SEMANTICS	L	T	P	C
Core			4			4
Pre-requisite		Knowledge in Grammar and Meaning of the Words	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To introduce the basic semantic knowledge to the students to acquire knowledge on the study of meaning						
2. To give an awareness on the multiple meaning and its sources lexical organization						
3. To orient the students on the system of logical thoughts and lexical forms						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	To interpret a meaning of meaning in a language					K1
2	To understand the different components of lexical meaning in language and its internal structure of meaning					K2
3	To apply one's own sense relations of meaning in relation to cognitive processes of mind					K3
4	To analyze a linguistics thought constructed in the process of meaning making in a language					K4
5	To evaluate the social meaning in the language and the structure of lexical organization					K5
6	To create an awareness on the study of meaning with special emphasis on lexical meaning and lexical organization					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1		CONCEPT OF MEANING			12 -- hours	
Place of Semantics in Linguistics – Different Approaches – Semantics and Other Disciplines. Concept of Meaning – Different Definition - Reference and Sense – Ogden and Richard's meaning Triangle. Components of Lexical Meaning – Designation, Connotation, Range of Application – Leech's Seven Types of Meaning.						
Unit:2		SYNONYMY AND MULTIPLE MEANING			12 -- hours	
Synonymy – Absolute Synonymy and Near Synonymy, Partial Synonymy, Total Synonymy. Polysemy it's Sources – Kinds of Senses: Derived Sense, Transferred Sense, Figurative Sense, Extensive Sense, etc., Homonymy – Total Homonymy - Partial Homonymy - Safeguards against Ambiguity.						

Unit:3	CHANGE OF MEANING	12 -- hours
Causes and Kinds of Semantic Change – Metaphor and Metonymy - Popular Etymology – Ellipsis. Consequences of Semantic Change – Change in Range – Extension and Restriction – Change in Evaluation; Pejorative and Ameliorative Development.		
Unit:4	STRUCTURAL SEMANTICS	12 -- hours
Structural Semantics – I: Structuralism in Semantics – Paradigmatic and Syntagmatic Relations Lyons’s Sense Relations – Synonymy – Binary and Non Binary Oppositions – Antonymy - Complementaries - Converses – Directional Opposition – In Compatibility- Hyponymy – Hierarchical Structure of the Vocabulary. Structural Semantics – II: Semantic Fields – Relation to Incompatibility and Hyponymy. Types of Semantic Fields Colour Systems, Kinship System – Aspects of Love. Componential Analysis of Lexical Meaning. Universal Semantic Components.		
Unit:5	GENERATIVE SEMANTICS	10 -- hours
Logical Semantics: Arguments and Predicates; First Order Predicate, Logic, Sense, Denotation and Reference (Intension and Extension) Sentence, Statement, Utterance and Proposition; Logical Properties of Sentence, Logical Classes; Logical Relations; Qualification; Use and Mention. Tense and Modal Operators, Montague’s Intentional Logic, The Grammar of PTQ.		
Unit:6	CONTEMPORARY ISSUES	2 -- hours
Expert lectures, online seminars – webinars		
	Total Lecture Hours	60 -- hours
Text Book(s)		
1	Cruse, D. A. (1986). <i>Lexical semantics</i> . Cambridge University Press.	
2	Leech, G. (1981). <i>Semantics</i> . Penguin Books.	
3	Cruse, D. A. (2000). <i>Meaning in language: An introduction to semantics and pragmatics</i> . Oxford University Press.	
4	Palmer, F. R. (1981). <i>Semantics</i> . Cambridge University Press.	
5	Lyons, J. (1977). <i>Semantics</i> (Vols. 1–2). Cambridge University Press.	
6	Balasubramanian, K. (2017). <i>Tolkappiyailakkanamarapu</i> . Arima Nookku.	
Reference Book(s)		
1	Lyons, J. (1968). <i>Introduction to theoretical linguistics</i> . Cambridge University Press.	
2	Ullmann, S. (1963). <i>Semantics: An introduction to the science of meaning</i> . Basil Blackwell.	
3	Zgusta, L. (1971). <i>Manual of lexicography</i> . Mouton.	
4	Sundarabalu, S. (2018). <i>Unavum vinaiyum (Porunmaikkala amaippiyal aaivu)</i> . Kaavya Publications.	

5	Sundarabalu, S., & Vijayan, N. (Eds.). (2021). <i>A meaning centric tool for making thesaurus in tribal languages</i> . Department of Linguistics, Bharathiar University.
6	Lenci, A., & Sahlgren, M. (2023). <i>Distributional semantics</i> . Oxford University Press.
7	Shanmugam, C. (2025). <i>cor̥kaḷum palavita arttaṅkaḷum!</i> . Manimekalai Prasuram.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://www.slideshare.net/sundarabalu/components-of-lexical-meaning
2	https://www.slideshare.net/sundarabalu/semantics-in-tamil-237431267
3	https://www.slideshare.net/sundarabalu/leechs-seven-types-of-meaning
Course Designed By: Dr. S. SUNDARABALU, sundarabalu@buc.edu.in	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L	M	M	S	S	S	M	S	S	S
CO2	S	S	S	S	S	S	M	S	S	S
CO3	L	M	S	M	S	S	S	M	S	S
CO4	M	S	S	S	M	S	S	S	S	S
CO5	M	M	S	S	S	S	M	S	S	S

*S-Strong; M-Medium; L-Low

Course code	LINGE01-A	LANGUAGE : MALAYALAM	L	T	P	C
Elective			4			4
Pre-requisite		Basic Language Comprehension and General Communication	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To introduce the Malayalam script and pronunciation.						
2. To build basic vocabulary for everyday use and enable learners to form basic sentences.						
3. To develop reading, writing, speaking, and understanding skills.						
4. To realize the cultural and traditional values of the Malayalam-speaking society						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Students will be able to understand the value of historical and geographical specialties of the language.					K1
2	Develop reading and writing abilities.					K2
3	Identify basic grammar and language structures.					K3
4	Gain awareness of cultural variations of the language and their reasons.					K4
5	Evaluate differences in dialects and contextual language usage.					K5
6	Create meaningful spoken and written expressions in Malayalam using learned structures.					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1		INTRODUCTION TO VOWELS			12 -- hours	
Script : Rounded letters, Phonetic and syllabic nature – Classification of vowels (Swaraksharangal) : Short, Long and Diphong, Rounded and Unrounded, Dependent and Independent (Matras) - Practice sessions : Tracing, copying, Pronunciation drills, Listening and repeating - Writing direction, spacing, and stroke order						
Unit:2		INTRODUCTION TO CONSONANTS			12 -- hours	
Classification of consonants (Vyanjanaksharangal), Syllables (aksharam) - Chandrakkala (viramam), Arayukaram and its function - Consonant doubling and gemination -Chillaksharangal (pure consonants) - Samyuktaksharangal (conjunct consonants) - Recognition and writing of complex letter clusters - Combination of vowels and consonants: Matras (diacritical vowel signs) - Orthographic rules in Malayalam writing - Practice: Pronunciations drills, Listening and repeating - Writing direction, spacing, and stroke order						
Unit:3		NOUNS AND VERB FORMS			12 -- hours	

Word formation: Root words and derived forms, Syllable segmentation techniques - Introduction to basic grammar: Nouns (gender, number basics), Pronouns (personal pronouns), Cases - Verbs (basic present tense usage) - Sandhi (euphonic combination), Samasam (compound formation) - Verbs: Imperative, Permissive, Hortative verb - Definite/indefinite verb forms - Negation - Non-past tense, Defective verbs – Gerundial forms- Verbal nouns -Verbal participles and negation. Exercises		
Unit:4	BASIC VOCABULARY	12 -- hours
Thematic vocabulary : Kinship terms, Numbers (cardinal and ordinal) , Colours, fruits, vegetables, and common objects, Days of the week, months, and time expressions - Common verbs (action words) and their usage - Basic adjectives - Requests and permissions - Pronunciation and repetition drills - Short oral practice		
Unit:5	READING AND WRITING PRACTICES	10 --hours
Everyday communication phrases: Greetings (formal and informal), Self-introduction and introducing others, Polite expressions - Functional language use: Asking for information (name, place, time), Giving simple responses - Use of question forms - Basic tense awareness: Present tense - Dialogue practice: Short situational conversations (market, classroom, home) – Sentence formation basics: Word order - Reading practice : Short paragraphs and simple narratives, Listening comprehension exercises - Writing exercises: Copy writing, Guided writing, Dictation and paragraph writing - Punctuation in Malayalam		
Unit:6	CONTEMPORARY ISSUES	02 --hours
Expert Lectures, Online Seminars–Webinars		
	Total Lecture Hours	60 hours
Text Book(s)		
1	<i>Andrewskutty, A. P. (1971). Malayalam: An intensive course. Dravidian Linguistic Association</i>	
2	<i>Syamala Kumari, B. (1972). Malayalam phonetic reader. Central Institute of Indian Languages</i>	
Reference Book(s)		
1	<i>Introductory Malayalam – Dr. C. J. Roy</i>	
2	<i>Learn Malayalam in 30 Days – R. K. Gupta & S. Chand</i>	
3	<i>Moag, R. F. (2002). Malayalam: A university course and reference grammar. The Center for Asian Studies, University of Texas at Austin.</i>	
4	<i>Annamalai, E., & Asher, R. E. (2002). Colloquial Malayalam. Routledge.</i>	
5	<i>Malayalam Basic Course – Central Institute of Indian Languages (CIIL)</i>	

6	<i>Spoken Malayalam for Beginners – V. S. Nair</i>
Course Designed By: Dr. S. SUNDARABALU , sundarabalu@buc.edu.in	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	M	M	M	M	M
CO2	S	M	M	M	M	M	M	M	M	M
CO3	S	S	S	M	M	M	M	M	M	M
CO4	M	S	M	S	M	S	M	S	S	S
CO5	S	M	S	M	M	S	M	M	M	M

*S-Strong; M-Medium; L-Low

Course code	LINGE02-B	LANGUAGE : KANNADA	L	T	P	C
Elective			4			4
Pre-requisite		Basic Language Comprehension and General Communication	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. Read and write Kannada script with correct pronunciation.						
2. Form words, sentences, and simple paragraphs.						
3. Use pronouns, numerals, adjectives, and case markers appropriately.						
4. Apply verb forms across tenses and grammatical contexts.						
5. Construct meaningful communication in everyday situations.						
6. Understand dialectal variations and cultural aspects of Karnataka.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember Kannada script, basic vocabulary, and grammatical forms.					K1
2	Understand pronunciation patterns, sentence structures, and functional usage of grammar.					K2
3	Apply linguistic rules to construct words, sentences, and basic conversations.					K3
4	Analyze grammatical structures such as case markers, verb forms, and sentence patterns.					K4
5	Evaluate differences in dialects and contextual language usage.					K5
6	Create meaningful spoken and written expressions in Kannada using learned structures.					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1	INTRODUCTION TO VOWELS				12 -- hours	
Script (Aksharamale): Letters, Phonetic and syllabic nature – Classification of vowels (Swaragalu) : Short, Long and Diphong, Rounded and Unrounded, Dependent and Independent (Matra) - Practice sessions : Tracing, copying, Pronunciation drills, Listening and repeating - Writing direction, spacing, and stroke order						
Unit:2	INTRODUCTION TO CONSONANTS				13 -- hours	
Classification of consonants (Vyanjana) - Syllables (akshara) - Consonant doubling and gemination - Samyuktaksharagalu (conjunct consonants) - Recognition and writing of complex letter clusters - Combination of vowels and consonants: Matra (diacritical vowel signs) – Combining Ligatures - Orthographic rules in Kannada writing - Practice: Pronunciations drills, Listening and repeating - Writing direction, spacing, and stroke order						
Unit:3	NOUNS AND VERB FORMS				12 -- hours	

Word formation: Root words and derived forms, Syllable segmentation techniques - Basic grammar (Vyakarna) - Nouns (nāmapadagalu): (gender (linga), number (vachana) basics), Pronouns (Sarvanāmagalu) (personal pronouns), Cases – Verbs (kriyāpadagalu) : (basic present tense usage) - Sandhi (euphonic combination), Samasa (compound formation), Imperative, Permissive, Hortative verb - Definite/indefinite verb forms - Negation - Non-past tense, Defective verbs – Gerundial forms- Verbal nouns -Verbal participles and negation. Exercises		
Unit:4	BASIC VOCABULARY	12 -- hours
Thematic vocabulary : Kinship terms, Numbers (cardinal and ordinal) , Colours, fruits, vegetables, and common objects, Days of the week, months, and time expressions - Common verbs (action words) and their usage - Basic adjectives and adverbs - Requests and permissions - Pronunciation and repetition drills - Short oral practice		
Unit:5	READING AND WRITING PRACTICES	10 --hours
Everyday communication phrases: Greetings (formal and informal), Self-introduction and introducing others, Polite expressions - Functional language use: Asking for information (name, place, time), Giving simple responses - Use of question forms - Basic tense awareness: Present tense - Dialogue practice: Short situational conversations (market, classroom, home) – Sentence formation basics: Word order - Reading practice : Short paragraphs and simple narratives, Listening comprehension exercises - Writing exercises: Copy writing, Guided writing, Dictation and paragraph writing.		
Unit:6	CONTEMPORARY ISSUES	02 --hours
Expert Lectures, Online Seminars–Webinars		
	Total Lecture Hours	60 hours
Text Books		
1	Halemane, L., & Leelavathi, M. N. (1995). <i>An intensive course in Kannada</i> . Central Institute of Indian Languages.	
2	Patil, V. A., & Sannapapayya. (n.d.). <i>Kannada intermediate course</i> . Central Institute of Indian Languages.	
3	Patil, V. A. (Ed.). (n.d.). <i>Kannada advanced course textbook</i> . Central Institute of Indian Languages.	
Reference Book(s)		
1	Ranga rao (2009). <i>Learn Kannada in 30 days</i> . Balaji Publications, Chennai	
2	Vasantha, K. (n.d.). <i>Kannada Kali</i> .	
3	Snell, R., & Weightman, S. (n.d.). <i>Complete Kannada</i> . Teach Yourself.	

4	Sridhar, S. N. (n.d.). <i>Modern Kannada grammar</i> .
5	Kittel, F. (n.d.). <i>A grammar of the Kannada language</i> .
Course Designed By: Dr. S. SUNDARABALU , sundarabalu@buc.edu.in	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	M	M	M	M	M
CO2	S	M	M	M	M	M	M	M	M	M
CO3	S	S	S	M	M	M	M	M	M	M
CO4	M	S	M	S	M	S	M	S	S	S
CO5	S	M	S	M	M	S	M	M	M	M

*S-Strong; M-Medium; L-Low

Course code	LINBO5	LANGUAGE TEACHING METHODS	L	T	P	C
Core			4			4
Pre-requisite		Knowledge in Mechanics, Meaning, Structure and Cohesive Features of Language	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To provide the students about the basics of approaches and techniques for the teaching of second or foreign languages from the linguistics and language acquisition research perspectives.						
2. To introduce the relevance of Linguistics in the field of language by imparting various methods and approaches of language teaching.						
3. To make the students understand the role of programmed learning contrastive analysis and error analysis						
4. To Introduce the various teaching learning tools and aids to the students						
5. To enable the knowledge of testing and evaluation in the context of language teaching and learning						
6. To introduce the various methods of testing and evaluation being used in curriculum						
7. To enable the students make use of online learning sources and employ the online classroom applications in teaching and research domains						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Students can recognize the language learning and acquisition process in home and curriculum setup					K1
2	Students can learn and identify the relevance of Linguistics in the field of language by imparting various methods and approaches of language teaching					K2
3	Learners can apply contrastive analysis and error analysis in their personal language use as well as research activities					K3
4	knowledge about testing in the context of language teaching and learning will help the analyzing the learning achievements of the learners					K4
5	Adoption of new method of teaching based on the needs of learners is possible by making use of the existing language teaching methods					K5
6	Learners can be exposed to understand, compare, contrast and evaluate the language errors committed by the users for professional and research developments					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1						
LINGUISTICS AND LANGUAGE TEACHING AND LEARNING			12 -- hours			

Learning, Acquisition, Learning and Teaching - Socio-Cultural Setting, Problems and Methods in First and Second Language Teaching - Learning and Teaching - Cognate Language Learning and Foreign Language Learning - Main Principles of Language Teaching and Learning - Approaches to Language Learning: Behavioristic and Mentalist Approaches to Language Learning - Teaching Language Structure and Communicative Teaching-Language Teaching Methods. Online classrooms-Online applications.		
Unit:2	PROGRAMMED LEARNING AND TEACHING AIDS	12 --hours
The Relevance of Programmed Instruction in Foreign Language Teaching and Learning - Various Teaching Aids: Charts, Maps and Models Flash Cards, Power point, Online tools and classrooms, T.V. Language Laboratory, Computer, Smart phones - Their Role in Language Teaching and Learning.		
Unit:3	CONTRASTIVE ANALYSIS	12 --hours
Reasons for Systematic Comparison of Two Different Linguistic Systems and Cultures - Various Level of Comparisons: Phonological Systems, Grammatical Systems, Lexical Systems Culture, Positive Transfer (Facilitation), Negative Transfer (Interference).		
Unit:4	ERROR ANALYSIS	12 -- hours
Error and Mistake - Error Analysis and its use - Significance of Learner's Errors – Steps in Error Analysis - Sources of Errors - Ways and Means to Overcome the Errors.		
Unit:5	LANGUAGE TESTING	10 -- hours
Principles and Methods of Language Testing - Concepts of Language Testing - Types of Tests - Aptitude, Diagnostic, Prognostic, Achievement and Proficiency - Reliability and Validity of Tests.		
Unit:6	CONTEMPORARY ISSUES	2 -- hours
Students can observe a live classroom teaching in an organization and can interact with the students and teachers. Assignments can be done on teaching methods, theories and approaches adopted in teaching and learning, syllabus design, teaching materials and tools adopted in the curriculum system.		
	Total Lecture Hours	60 -- hours
Text Book(s)		
1	Brown, H. D., & Abeywickrama, P. (2010). <i>Language assessment: Principles and classroom practice</i> . Pearson Education.	
2	Brown, H. D. (1987). <i>Principles of language learning and teaching</i> . Prentice Hall.	
3	Richards, J. C., & Rodgers, T. S. (1986). <i>Approaches and methods in language teaching</i> . Cambridge University Press.	

4	Fulcher, G., & Davidson, F. (2007). <i>Language testing and assessment: An advanced resource book</i> . Routledge.
5	Corder, S. P. (1987). <i>Error analysis and interlanguage</i> . Oxford University Press.
6	Lado, R. (1957). <i>Linguistics across cultures: Applied linguistics for language teachers</i> . University of Michigan Press.
7	James, C. (1980). <i>Contrastive analysis</i> . Longman.
8	Subramanian, V. M. (2020). <i>Language teaching and testing mechanics</i> (1st ed.). Notion Press.
Reference Book(s)	
1	Brumfit, C. (1984). <i>Communicative methodology in language teaching</i> . Cambridge University Press.
2	Klein, E. C., & Martohardjono, G. (Eds.). (1998). <i>The development of second language grammar: A generative approach</i> . John Benjamins Publishing Company.
3	Moorhouse, B. L., & Walsh, S. (2023). Classroom interactional competencies: Mediating and assisting language learning during synchronous online lessons. <i>RELC Journal</i> , 54(1), 114–128.
4	Odlin, T. (1989). <i>Language transfer: Cross-linguistic influence in language learning</i> . Cambridge University Press.
5	Lado, R. (1961). <i>Language testing: The construction and use of foreign language tests</i> . McGraw-Hill.
6	Stern, H. H. (2001). <i>Fundamental concepts of language teaching</i> (11th impression). Oxford University Press.
7	Willems, D., Defrancq, B., Coleman, T., & Noël, D. (2003). <i>Contrastive analysis in language: Identifying linguistic units of comparison</i> . Palgrave Macmillan.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1764819/
2	https://www.myenglishpages.com/blog/second-language-learning-difficulties/
3	http://moramodules.com/ALMMMethods.htm
4	https://www.understood.org/en/school-learning/choosing-starting-school/home-schooling/different-types-of-online-classrooms
5	http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000013EN/P001458/M017444/ET/1497612105Paper12%3BModule25%3BETText.pdf
6	https://onlinelibrary.wiley.com/doi/full/10.1002/9781118784235.eelt0084
7	https://risussite.wordpress.com/2016/09/27/mistake-vs-error-in-language-

	learning/comment-page-1/
8	https://faclettre.univ-tlemcen.dz/assets/uploads/DOCUMENTS/cours%20en%20ligne/4-TYPE-L-BENM.pdf
9	https://www.slideshare.net/SubramanianMuthusamy3/principles-of-language-assessment-238780972
10	https://ccsenet.org/journal/index.php/elt/
Course Designed By: Dr. V.M. SUBRAMANIAN, subramanian@buc.edu.in	

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	S	S	S	M	M	S
CO2	S	S	S	M	S	S	M	M	S	S
CO3	S	M	S	L	S	S	S	S	M	M
CO4	M	S	S	M	S	M	S	M	S	M
CO5	S	M	S	M	S	M	S	S	M	S

*S-Strong; M-Medium; L-Low

Course code	LINBO6	FORENSIC LINGUISTICS	L	T	P	C
Core			4			4
Pre-requisite		Knowledge in Language and Forensic Studies	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. Understand the importance and role of Forensic Linguistics.						
2. Equip the students with the principles of Applied Linguistic techniques.						
3. Help the students in investigating and analysing the police proceedings and judicial system.						
4. Know the principles involved in the analysis of case studies from judicial system						
5. Know the techniques of analysing the language use in Forensic linguistics						
6. Know the techniques of psycholinguistics in the case study.						
7. Know relevant importance of Bharathiya Nyaya Sanhila (BNS) previously known as Indian Penal Code (IPC)						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the role and techniques of Forensic Linguistics					K1
2	Understand the procedures for collecting data from Police and judicial systems					K2
3	Apply the principles of collecting data and analyzing the data for the forensic linguistic study					K3
4	Analyze the data thus collected and suggest ways to help the police in investigation					K4
5	Evaluate the principles while collecting data from cases understudy.					K5
6	Create Linguistic Evidences for the cases undertaken					K6
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1	INTRODUCTION TO FORENSIC LINGUISTICS				12 --hours	
Definition of Forensic Linguistics – History of Forensic Linguistics – Place of Forensic Linguistics in the Domain Applied Linguistics – Areas of Research in Forensic Linguistics						
Unit:2	LANGUAGE AS EVIDENCE				12 – hours	
Morphological Meaning and Phonetic Similarity - Lexical Meaning- Pragmatic/Contextual meaning : Syntactic Complexity – Interpretation of meaning in Legal Studies – Legal Style & Register- Lexical Grammatical words in legal documents – Interpreting legal words-Ordinary & Special meaning- The Language of Non-Native Speakers : Language comprehension, Language production – Cross-culture differences- Language Analysis in Determination of Origin (LADO).						
Unit:3	AUTHORSHIP IDENTIFICATION				12 – hours	

Authorship Attribution: Forensic Stylistics – Linguistic variation and style markers – Consistency and Distinctiveness – Corpus methods – Forensic Fingerprinting – Measurement of Style – Plagiarism – Forensic Dialectology- Speaker Identification: Forensic Phonetic – Analysis of the voice – Speaker Profiling – Speaker Comparison – Auditory &Acoustic Approach – Complexity of Voice Sample Comparison – Forensic Transcription		
Unit:4	LANGUAGE USE IN LEGAL DOCUMENTS	12 – hours
Statements & Confession – Police Interviews/Interrogation – Judgements, Threatening Letters – Suicide Letter etc. Cybercrime: Language of Social Media – Deception- Stalking – Harassments etc. Discourse Analysis – Conversation Analysis – Semiotics.		
Unit:5	FORENSIC LINGUISTICS AND ALLIED FIELD	12 – hours
Forensic Psycholinguistics: Attitudes & Emotions– Psychological Factors on Forensic Linguistics context –Language Disorder & Mental Disorder –Non-verbal clues – Legal Translation: Issues – (Coining Legal Registers, Structure etc.) Computational Linguistics: Corpus Creation & Analysis – Using software.		
Unit:6	CONTEMPORARY ISSUES	2 – hours
Expert Lectures, Online Seminars – Webinars		
	Total Lecture Hours	60 hours
Text Book(s)		
1	Olsson, J. (2004). <i>An introduction to language, crime and the law</i> . Continuum.	
2	Coulthard, M., & Johnson, A. (2007). <i>An introduction to forensic linguistics: Language in evidence</i> . Routledge.	
3	Gibbons, J. (2004). <i>Language and the law</i> . Longman.	
4	McMenamin, G. R. (2002). <i>Forensic linguistics: Advances in forensic stylistics</i> . CRC Press.	
Reference Book(s)		
1	Coulthard, M., & Johnson, A. (Eds.). (2010). <i>The Routledge handbook of forensic linguistics</i> . Routledge.	
2	Coulthard, R,M & Sarangi,S. (2000). <i>Discourse and Social life</i> . Longman	
3	Shuy, R. W. (2008). <i>Fighting over words: Language and civil law cases</i> . Oxford University Press.	
4	Douglas, B., Conrad, S., & Reppen, R. (2006). <i>Corpus Linguistics: Investigating Language Structure and Use</i> . Cambridge University Press.	
5	Thirumalai, M.S. (1987). <i>Silent talk: Nonverbal Communication</i> . CIIL Publications.	
6	Gee, J.P., & Handford, M. (2013). <i>The Routledge Handbook of Discourse Analysis</i> .	

	Routledge.
7	Givens, D. (2013). <i>Crime signals: How to spot a criminal before you become a victim</i> . St. Martin's Press.
8	Coulthard, M., May, A., & Sousa-Silva, R. (Eds.). (2021). <i>The Routledge handbook of forensic linguistics</i> (2nd ed.). Routledge.
9	Shuy, R. W.(1998). <i>The Language of Confession, Interrogation, and Deception</i> . SAGE.
10	Thackery, E., & Harris, M. (Eds.). (2003). <i>The Gale encyclopedia of mental disorders: A–L</i> . Gale Cengage.
11	Vijayan, N. (Ed.). (2022). <i>Readings in forensic linguistics</i> . Bharathiar University
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://www.youtube.com/watch?v=ZuYZ0dzR2Ck
2	https://www.goodreads.com/book/show/6478439-wordcrime?
3	https://www.goodreads.com/book/show/51882879-forensic-linguistics-articles?
4	https://www.researchgate.net/publication/314426867_Forensic_Linguistics_An_Overview_of_the_Intersection_and_Interaction_of_Language_and_Law
Course Designed By: Dr .N. VIJAYAN , vijayan@buc.edu.in	

Mapping with Programme Outcomes										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	L	M	S	L	L	L	M	L
CO2	S	S	L	S	S	M	S	M	M	M
CO3	S	M	L	M	M	S	S	M	M	S
CO4	S	S	L	S	S	S	S	S	M	S
CO5	S	S	L	S	S	S	S	S	S	S

*S-Strong; M-Medium; L-Low

Course code	LINBO7	LEXICOGRAPHY	L	T	P	C
Core			4			4
Pre-requisite		Knowledge in Identification of Words and their Lexical Categories	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To introduce students on the study of lexical semantics						
2. To train the students in the theory and methods of dictionaries						
3. To orient the different strategies of lexical forms and meaning						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	To remember the a lexical meaning of meaning in the language, with different strategies and methods					K1
2	To understand the different types of dictionaries and different components of lexical meaning in language					K2
3	To apply the encyclopedic knowledge of language and to compile a dictionary for the society					K3
4	Analysis semantic frames in the languages					K4
5	To evaluate the social relativity of lexicographer’s knowledge of language and encyclopedic knowledge of language					K5
6	To create a lexicographer’s thought construction in the process of meaning and making dictionaries					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1		INTRODUCTION			12 -- hours	
Lexicology and Lexicography - Lexical and Grammatical Meaning – Components of Lexical Meaning: Designation, Connotation and Range of Application – The Meaning Triangle of Ogden & Richards – System and Application.						
Unit:2		TYPES OF SENSES			12 -- hours	
Types of Senses – Influence of Context – Homonymy: Homophone and Homographs - Partial Homonymy - Presentation of Homonymy - Synonymy – It’s Types - Hyponymy – Hyperonyms - Semantically Related Words - Semantic Fields. Designative and Non-Designative Words – Functional Words.						
Unit:3		TYPES OF DICTIONARIES			12 -- hours	

Criteria of Classification - Encyclopedic vs. Linguistic; Synchronic vs. Diachronic - General vs. Restricted. General Dictionaries – Standard Descriptive - Overall Descriptive - Historical Dictionaries- Restricted or Special Dictionaries, Dictionaries of Synonyms etc., Number of Languages – Monolingual, Bilingual, Multilingual - Size of the Dictionaries – Small , Medium, Big, Academic Dictionaries – Electronic Dictionary.		
Unit:4	LEXICOGRAPHY METHOD - I	12 -- hours
Monolingual Dictionaries and Bilingual Dictionaries: Basic Decisions – Articulation of Work – Steps: Collection of Material - Sources – Excerpt. Total and Partial Excerpt - Gleaning – Lexicographic Context - Lexicographic Archives. Lexicographer’s Knowledge of the Language – Use of Informants, Selection of Entries from Lexical Units.		
Unit:5	LEXICOGRAPHY METHOD - II	10 -- hours
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 – Arrangements of Entries – Types of Arrangement, Alphabetical – Semantics or Ideological – Others, Notation and Format - Reader’s Guide to Pronunciation - Abbreviations – Punctuation and Symbols – Appendices.		
Unit:6	CONTEMPORARY ISSUES	2 -- hours
Expert lectures, online seminars – webinars		
	Total Lecture Hours	60 -- hours
Text Book(s)		
1	Doroszewski, W. (1973). <i>Elements of lexicology and semiotics</i> . Mouton.	
2	Landau, S. I. (2001). <i>The art and craft of lexicography</i> (2nd ed.). Cambridge University Press.	
3	Jackson, H. (2002). <i>Lexicography: An introduction</i> . Routledge.	
4	Zgusta, L. (1971). <i>Manual of lexicography</i> . Mouton.	
5	Singh, R. A. (1982). <i>An introduction to lexicography</i> . Central Institute of Indian Languages.	
Reference Book(s)		
1	Cre-A. (2008). <i>Dictionary of contemporary Tamil (Tamil–Tamil–English)</i> (2nd ed.). Cre-A.	
2	James, G. (2000). <i>Colporul: A history of Tamil dictionaries</i> . Cre-A.	
3	Rajasekharan Nair, N., Raja, S., & Sundarabalu, S. (2022). <i>Tamizh veelāṇ kalaiccorḱaḷin vaṭṭāra vērupāṭṭu akarāti</i> . Kalachuvadu Publications.	
4	Sundarabalu, S., & Vijayan, N. (Eds.). (2021). <i>A meaning centric tool for making thesaurus in tribal languages</i> . Department of Linguistics, Bharathiar University.	

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://study.com/academy/lesson/lexicography-definition-history.html
2	http://www.ciil-ebooks.net/html/lexico/index.htm
3	https://www.sciencedirect.com/topics/social-sciences/lexicography
Course Designed By: Dr. S. SUNDARABALU , sundarabalu@buc.edu.in	

Mapping with Programme Outcomes										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L	M	M	S	S	S	M	S	S	S
CO2	M	S	S	S	M	S	S	M	S	S
CO3	L	M	S	M	S	M	S	S	M	S
CO4	M	S	S	S	S	S	S	S	S	M
CO5	S	S	M	S	S	S	S	M	S	S

*S-Strong; M-Medium; L-Low

Course code	LINB08	SOCIOLINGUISTICS	L	T	P	C
Core			4			4
Pre-requisite		Knowledge about Language and Sociology	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To learn about the language relationship between language and society						
2. To familiarize students with the basic concepts and methods of sociolinguistics						
3. To explore the types of linguistic variation within society, and the causes and effects of linguistic change						
4. To learn about the social interaction social identity and the social aspects of the language						
5.To identify the basic principles of sociolinguistic theory and sociolinguistic variables						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	To remember language use and attitudes in social context					K1
2	To understand about the relation between language and society					K2
3	Apply sociolinguistic theory to find out various speech community					K3
4	To Analyze the dialectal features in speech data from various region					K4
5	Evaluate interrelationship between sociolinguistic research and theories/methods drawn from various fields, such as linguistics, sociology, anthropology, folklore and education.					K5
6	Create a knowledge to collect linguistic data and analyze it on sociolinguistics aspects					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1						
DEFINITION OF SOCIOLINGUISTICS			12 -- hours			
Sociolinguistics and Sociology of Language: Micro and Macro Sociolinguistics – Variables: Linguistics Variables and Social variables – Sampling and Tools: Data processing, Interpretation, Quantitative Analysis and Variables rule.						
Unit:2						
LANGUAGE AND SOCIETY			14 -- hours			
Speech Community: Verbal Repertoire, Linguistic Competence, Communicative Competence,Linguistic Variability: Identify Linguistics and Social Variables: Patterns of Variations: Internal Variation and External Variations - Language and Gender – Language and Power- Interaction of Language and Social Life- Speech Event, Speech Styles– Social Context of Speaking – Correlation of Speech – Variation of Speech- Variations; Social, Age, Sex, Education, etc, - Domains of Language Behaviors .						

Unit:3	LANGUAGE VARIETIES	12 -- hours
Dialect: Regional and Social, Idiolect- Formal and Informal: Standard and Non–Standard, the Concept of Register and the Dimension of an Area Communication Field, Mode and Tenor, Vernacular Restricted Elaborated Codes – Lingua Franca- Diglossia		
Unit:4	LANGUAGE AND CONTACT & LANGUAGE PLANNING	12 -- hours
Language Identity and Language Loyalty – Maintenance and Shift – Language Convergence – Pidginization and Creolization –Language Use and Attitudes – Code Mixing and Code Switching - Language Planning – Definition – Theory and Practice – Corpus and Status Planning Orthographic Reforms and Literacy, Standardization – Modernization – National Language-Nationalism		
Unit:5	LANGUAGE AND CULTURE	10 --hours
Definition of Language and Culture: Material culture –Non material culture – Linguistic and Ethnology – Sapir – Whorf theories: Linguistic Relativity – Ethnography of speaking – Ethno linguistics - – Linguistic Anthropology.		
Unit:6	CONTEMPORARY ISSUES	02 --hours
Expert Lectures, Online Seminars–Webinars		
	Total Lecture Hours	60 hours
Text Book(s)		
1	Bell, R. T. (1976). <i>Sociolinguistics: Goals, approaches and problems</i> . B. T. Batsford.	
2	Ferguson, C. A. (1977). Sociolinguistic settings of language planning. In J. Rubin, B. H. Jernudd, J. Das Gupta, J. A. Fishman, & C. A. Ferguson (Eds.), <i>Language planning processes</i> (pp. 1–26). Mouton	
3	Fishman, J. A. (1972). The impact of nationalism on language planning. In J. A. Fishman (Ed.), <i>Can language be planned?</i> University Press of Hawaii	
4	Trudgill, P. (1974). <i>Sociolinguistics: An introduction</i> . Penguin Books	
5	Chambers, J. K., Trudgill, P., & Schilling-Estes, N. (Eds.). (2004). <i>The handbook of language variation and change</i> . Blackwell Publishing.	
6	Karunakaran, K. (1978). <i>Studies in Tamil sociolinguistics</i> . Malar Pathippu	
Reference Book(s)		
1	Wardhaugh, R., & Fuller, J. M. (2015). <i>An introduction to sociolinguistics</i> (7th ed.). Wiley-Blackwell	
2	Trudgill, P. (2000). <i>Sociolinguistics: An introduction to language and society</i> (4th ed.). Penguin Books.	

3	Coulmas, F. (2005). <i>Sociolinguistics: The study of speakers' choices</i> . Cambridge University Press.
4	Hudson, R. A. (1980). <i>Sociolinguistics</i> . Cambridge University Press.
5	Chambers, J. K., Trudgill, P., & Schilling-Estes, N. (Eds.). (2004). <i>The handbook of language variation and change</i> . Blackwell Publishing.
6	Sundarabalu, S. (2018). <i>Unavum vinaiyum (Porunmaikkala amaippiyal aaivu)</i> . Kaavya Publications.
7	Sundarabalu, S. (2015). <i>Occupational implements: A linguistic study</i> . Seethai Pathippagam.
8	Sundarabalu, S., & Vijayan, N. (Eds.). (2021). <i>A meaning centric tool for making thesaurus in tribal languages</i> . Department of Linguistics, Bharathiar University.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://www.britannica.com/science/sociolinguistics
2	https://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/sociolinguistics/
4	https://www.britannica.com/topic/diglossia
5	https://onlinelibrary.wiley.com/journal/14679841
6	http://home.lu.lv/~pva/Sociolingvistika/1006648_82038_wardhaugh_r_an_introduction_to_sociolinguistics.pdf
7	http://lx16.yolasite.com/resources/%5BRonald_Wardhaugh%2C_Janet_M._Fuller%5D_A_n_Introductio(BookZZ.org).pdf
8	http://faculty.wvu.edu/sngynan/slx6.html
9	https://en.wikipedia.org/wiki/Sociolinguistics#:~:text=Sociolinguistics%20is%20the%20descriptive%20study,effect%20of%20language%20on%20society.
Course Designed By: Dr. P.SANKARGANESH, sankarganesh@buc.edu.in	

Mapping with Programme Outcomes										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	M	S	S	S	M
CO2	S	S	S	S	M	M	S	S	S	M
CO3	S	M	S	S	S	M	M	M	S	M
CO4	S	M	S	M	S	S	M	M	M	S
CO5	M	S	M	S	S	M	S	S	M	S

*S-Strong; M-Medium; L-Low

Course code	LINGE02	HISTORY OF TAMIL LANGUAGE	L	T	P	C
Elective			4			4
Pre-requisite		Knowledge about Languages, History and Sociolinguistics	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To introduce a brief history of Tamil Language and its development occurred across various periods.						
2. To provide knowledge about Tamil inscription, Tamil script at ancient period and ancient Tamil grammar.						
3. To stretch opportunity for students to have the exposure on salient features of Medieval and modern Tamil.						
4. To provide a possibility to the students for understanding the fact that how other language made an impact over Tamil language.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	To remember the origin of Tamil language and its various language families					K1
2	To understand ancient period of Tamil and its forms					K2
3	To apply Tamil language features present in Sangam period					K3
4	To analyse the Tamil language of Ancient, Medieval and Modern period					K4
5	To evaluate the Tamil language features at various period					K5
6	To create knowledge about inscription, Ancient Tamil Script and Tamil Grammar.					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1						
STRUCTURAL LINGUISTICS			12 -- hours			
Origin of Tamil language history – Historical evidences – Proto Dravidian - languages; Dravidian language family: features and classification – Sources for studying early Tamil – Earliest records: Tamil-Brahmi inscriptions - History of Tamil script						
Unit:2						
ANCIENT TAMIL			12 -- hours			
Tamil language inscription – Tamil in Tolkapiyam – Sangam literature: Ettuthokai (Eight Anthologies); overview- Pattuppāṭṭu (Ten Idylls); overview - Tamil in Sangam period – Tamil language after Sangam period literature – Phonological and Morphological features of ancient Tamil – Syntactic and semantic features of ancient Tamil.						
Unit:3						
MEDIEVAL TAMIL			12 -- hours			
Medieval Tamil – Tamil in the period of Pallavas – Cholas – Naikars – Marati: - Features of medieval Tamil.						

Unit:4		MODERN TAMIL	12 -- hours
Modern Tamil 19 th and 20 th century – Modern Tamil Vowels and Consonant, distribution – Morphological and syntactical features of Modern Tamil.			
Unit:5		IMPACT OF OTHER LANGUAGE ON TAMIL	10 -- hours
Impact of other languages on Tamil – Code mixing code switching - History of Tamil dialect – Changes of Meaning- Loanwords and borrowing- Language shift and maintenance- Influence of globalization and media on Tamil			
Unit:6		CONTEMPORARY ISSUES	2 – hours
Experts lectures, online seminars – webinars			
		Total Lecture Hours	60 hours
Text Book(s)			
1	Bloch, J. (1954). <i>The grammatical structure of Dravidian languages</i> . Deccan College.		
2	Caldwell, R. (1956). <i>A comparative grammar of the Dravidian or South-Indian family of languages</i> . University of Madras.		
3	Ferguson, C. A. (1971). <i>Language structure and language use</i> . Stanford University Press.		
4	Karunakaran, K. (1978). <i>Studies in Tamil sociolinguistics</i> . Malar Pathippagam.		
5	Karunakaran, K. (1983). <i>Sociolinguistic patterns of language use</i> . All India Tamil Linguistics Association.		
6	Sakthivel, S. (1985). <i>Tamil mozhi varalaru</i> [History of Tamil language]. Manivasagar Noolagam.		
7	Meenakshi Sundaram, T. P. (1977). <i>Tamil mozhi varalaru</i> . Sarvodaya Ilakkiyappannai.		
8	Varadharajan, M. (1958). <i>Mozhi nool</i> . South India Saiva Siddhanta Works Publishing Society.		
Reference Book(s)			
1	Comparative Dravidian. (2011). Savatha Publications.		
2	Subramonian, V. I. (Ed.). (1990). <i>Dravidian encyclopaedia (Vol. I,II,III)</i> . International School of Dravidian Linguistics.		
3	Lehmann, T. (1993). <i>A grammar of modern Tamil</i> . Pondicherry Institute of Linguistics and Culture.		
4	Subrahmanyam, P. S. (1983). <i>Dravidian comparative phonology</i> . Annamalai University.		
5	Shanmugam Pillai, M. (1981). <i>History of Tamil language</i> . International Institute of Tamil Studies.		
Course Designed By: Dr. P. SANKARGANESH, sankarganesh@buc.edu.in			

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	M
CO2	S	S	S	M	M	S	S	M	S	S
CO3	S	M	S	S	S	S	M	M	S	S
CO4	S	S	S	M	S	M	S	S	S	S
CO5	S	S	S	S	S	S	S	S	M	S

*S-Strong; M-Medium; L-Low

Course code	LINB09	TRANSLATION THEORY AND PRACTICE	L	T	P	C
Core			4			4
Pre-requisite		Knowledge in Source and Target Languages	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To introduce various theories of translation evolved worldwide besides giving a brief history of translation.						
2. To teach the ways and means of evaluating the translation process.						
3. To introduce the concept of machine translation besides giving practical exercises for translation both in traditional fashion and mechanized fashion.						
4. To enable the students practical and challenges of translation activities						
5. To in calculate various obstacles faced by the translators in bringing out the original essence of source language						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	To remember the knowledge of history of translation and its issues					K1
2	To understand the theories and the practicality of translation					K2
3	To apply various concepts while translating from source language to target language					K3
4	To analyze linguistic and literary analysis of original and translated texts					K4
5	To evaluate the translated texts in appropriate context and situation					K5
6	To create well based knowledge in choosing vocabulary during translation activity					K6
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1	A BRIEF HISTORY OF TRANSLATION				12 -- hours	
History of Translation Works sincerely times – Development of Translations an Arts and Science – Definition of Translation - Need and Scope of Translation – Types of Translation– Semantic Translation-Word to Word, Phrase to Phrase and Sentence to Sentence-Level of Translation-Principles of Translation						
Unit:2	THEORIES OF TRANSLATION				12 -- hours	
Historical Survey of the Development of Theories of Translation – Techniques and Methods of Translation of Creative Literature Translation of Scientific and Technological Literature – Translation of Literature -Translation of Literature in Social Science and Humanities.						
Unit:3	PROCEDURE & ISSUES OF TRANSLATION				12 -- hours	
Technical term Creation – Lexical Borrowing – Loan Words – Transcreation – Blending – Nativization – Language Standardization – Lexical Issues – Synonymy – Kinds of Senses –						

causes and Kinds of Semantic Change – Metaphor – Metonymy – Consequences of semantic Change – Syntactic Problems – Discourse Translation.		
Unit:4	MACHINE TRANSLATION	12-- hours
Machine Translation – Human Aided Machine Translation – Theory of Machine Translation – Merits and Demerits of Machine Translation – Practical Problems in Machine Translation-		
Unit:5	TRANSLATION PRACTICAL	10 – hours
Translation from Source language to Target language – Translation through AI – Mini Project.		
Unit:6	CONTEMPORARY ISSUES	2 -- hours
Expert lectures, online seminars – webinars		
	Total Lecture Hours	60–hours
Text Book(s)		
1	Catford, J. C. (1965). <i>A linguistic theory of translation</i> . Cambridge University Press.	
2	Nida, E. A. (1975). <i>Language structure and translation</i> . Stanford University Press.	
3	Sivashanmugam, C., & Thayalan, V. (1988). <i>Molipeyarppiyal</i> . Annam Pvt. Ltd.	
Reference Book(s)		
1	Karunakaran, K., & Jeyakumar, M. (1987). <i>Translation as synthesis</i> . Bahri Publications.	
2	Sharma. (2015). <i>Translation theory and practice</i> . Himachal Pradesh University.	
3	Lyons, J. (1977). <i>Semantics</i> (Vols. 1–2). Cambridge University Press.	
4	Baker, M. (1992). <i>In other words: A coursebook on translation</i> . Routledge.	
5	Munday, J. (2001). <i>Introducing translation studies: Theories and applications</i> . Routledge.	
6	Weissbort, D., & Eysteinsson, A. (Eds.). (2006). <i>Translation theory and practice: A historical reader</i> . Oxford University Press.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://marielebert.wordpress.com/2016/11/02/translation/	
2	https://www.slideshare.net/HenniHerawati/development-of-translation-theory-ling-67960554	
3	https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.42.5882&rep=rep1&type=pdf	
4	https://www.academia.edu/19668446/Translation_Some_Lexical_and_Syntactic_Problems_and_Suggested_Solutions?auto=download	
5	https://translationjournal.net/journal/29edu.htm	
6	https://www.aclweb.org/anthology/J98-3009.pdf	

7	https://www.sciencedirect.com/science/article/abs/pii/S01677339X8690004X
Course Designed By: Dr. N. VIJAYAN , vijayan@buc.edu.in	

Mapping with Programme Outcomes										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	S	M	S	S	S	S
CO2	S	S	S	S	S	S	M	S	S	S
CO3	S	S	S	S	M	S	S	S	S	S
CO4	S	S	S	S	S	S	S	M	S	S
CO5	S	S	S	M	S	S	S	S	S	M

*S-Strong; M-Medium; L-Low

Course code	LINB010	HISTORICAL AND COMPARATIVE LINGUISTICS	L	T	P	C
Core			4			4
Pre-requisite		Knowledge about Historical Linguistics	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. Understand the importance and role of Historical Linguistics. 2. Equip the students with the principles of Historical and comparative linguistic techniques. 3. Help the students in analysing the cognate languages. 4. Know the principles involved in finding out cognates. 5. Know the linguistic changes and their reasons 6. Know the areal classification of languages.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the role and importance of Historical Linguistics					K1
2	Understand the principles of Historical and comparative linguistic techniques.					K2
3	Apply the principles involved in finding out cognates.					K3
4	Analyze the linguistic changes and their reasons					K4
5	Evaluate the principles and sound changes in the areal classification of languages.					K5
6	Create a list of sound changes that led to the classification of other language families, like Indo-Aryan, Dravidian family of languages					K6
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1 INTRODUCTION 12 – hours						
Synchronic and Diachronic Approach to Language – Use of Written Records for Historical Study of Languages – Classification of Languages: Genealogical, Typological – Criteria for Classifying Languages into Various Families – Typological Classification: Analytic or Isolative Agglutinative, Inflectional or Synthetic and Polysynthetic – Basic Word Order Type: SVO, SOV, VSO, VOS, OSV, OVS.						
Unit:2 LINGUISTIC CHANGES AND THEIR CAUSES 12 – hours						
Sound Change – Gradualness and of Sound Change – Some Well Known Sound Laws: Grimm's Law, Verner's Law, Grossman's Law – Phonetic and Phonemic Changes – Major Types of Sound Change: Split and Merger, Conditioned and Unconditioned, Assimilation, Dissimilation, Metathesis, Vowel Harmony, Haplology, Epenthesis – Loss of Sounds: Syncope, Apocope, etc. – Addition of Sounds – Modifications to the Neo-grammarian Theory – Social Motivation for Sound Change – Lexical Diffusion- Exceptions to Sound Change: Analogy, Borrowing etc. Transformational Generative Approach to Sound Change: Rule Addition, Rule Deletion, Insertion						

– Feeding Order and Bleeding Order.		
Unit:3	RECONSTRUCTION AND SUB GROUPING	12 – hours
Identification of Cognates – Reconstruction of Phonology of the Proto Language – Reconstruction of Morphology and Syntax of the Proto Language – Internal Reconstruction – Sub Grouping within a Family – Shared Innovation and Retentions - Family Tree Model - Relative Chronology of Different Changes- Understanding of Culture of the Speakers of the Proto Language: Kinship System, Environments, Food and Other Articles.		
Unit:4	VARIATION AND CHANGE IN LANGUAGE	12 – hours
Variation in Language and Language Contact – Use of Dialect Geography for Historical Linguistics- Dialect, Idiolect, Isogloss, Focal Area, Relic area, Transition Area etc. – Analogy its Relationship to Sound Change – Types of Analogy: Phonological, Grammatical and Lexical – Linguistics Borrowing Prestige and Need Filling Motives – Bilingualism, Pidginization and Creolization- Semantic Variation and Changes.		
Unit:5	AREAL CLASSIFICATION OF LANGUAGES	10 – hours
Language Families of South Asia – Areal Features and Convergence Processes – India (South Asia) as a Linguistic Area – Ergativity, Dative Subjects, Retroflexes, Repeated Use of Conjunctive Particles, Other Shared Regional and Pan – South Asian Characteristics.		
Unit:6	CONTEMPORARY ISSUES	2 -- hours
Expert Lectures, Online Seminars – Webinars		
	Total Lecture Hours	60 hours
Text Book(s)		
1	Arlotto, A. (1972). <i>Introduction to historical linguistics</i> . Houghton Mifflin.	
2	Bloomfield, L. (1933). <i>Language</i> . George Allen & Unwin.	
3	Emeneau, M. B. (1956). India as a linguistic area. <i>Language</i> , 32(1), 3–16.	
Reference Book(s)		
1	King, R. D. (1969). <i>Historical linguistics and generative grammar</i> . Prentice-Hall.	
2	Fromkin, V. (Ed.). (2000). <i>Linguistics: An introduction to linguistic theory</i> . Blackwell Publishers.	
3	Hockett, C. F. (1958). <i>A course in modern linguistics</i> . Macmillan.	
4	Kuiper, F. B. J. (1967). The genesis of a linguistic area. <i>Indo-Iranian Journal</i> , 10, 81–102.	
5	Hale, M. (2007). <i>Historical linguistics: Theory and method</i> . Blackwell Publishing.	

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://www.youtube.com/watch?v=CweVLCPJ5u8
2	https://www.goodreads.com/book/show/61612.Historical_Linguistics
Course Designed By: Dr. N. VIJAYAN , vijayan@buc.edu.in	

Mapping with Programme Outcomes										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	M	L	S	M	S	M
CO2	S	S	S	S	S	L	S	M	S	S
CO3	S	S	S	S	S	L	S	M	S	S
CO4	S	S	S	S	S	L	S	M	S	S
CO5	S	S	S	S	S	L	S	M	S	S

*S-Strong; M-Medium; L-Low

Course code	LINB011	SCHOOLS OF LINGUISTICS	L	T	P	C
Core			4			4
Pre-requisite		Knowledge about the Linguistics Tradition	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To introduce students on the different approach to the historical perspectives of Linguistics 2. To orient students on the domain specific information of different schools of thought						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	The ideas of schools of different linguistics and their strategies and methods					K1
2	To understand the different scientific theories and methods of linguistics history					K2
3	To apply the knowledge of the linguistic systems and structure in their learning					K3
4	To analyze the theoretical knowledge in the concerned domain					K4
5	To evaluate the levels of linguistic analysis in language and different movements of revolution in linguistic theory					K5
6	To create a new linguistic thought construction in the process of language					K6
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1 INTRODUCTION TO SCHOOLS OF LINGUISTICS 12 – hours						
Geneva School, London School, American School, etc., De Saussure's Contribution to Linguistics – Langue and parole. Language – Synchrony, Diachronic – Linguistic Sign – Associative, Syntagmatic Relationship. .						
Unit:2 PRAUGUE SCHOOL OF LINGUISTICS 12 – hours						
Contribution of R. Jakobson and N. S. Trubetzkoy Oppositions – Classification of its Opposition, Concept of Archie Phoneme; Copenhagen Schools – Language as an Algebraic Structure – Glossematics French School: Andre Martinets Functional Linguistics, Phonology as Functional Phonetics.						
Unit:3 LONDON SCHOOL OF LINGUISTICS 12 – hours						
British Tradition in Phonetics Malinowski's Context of Situation, Semantics Theory , Phatic Communication, Firth's Contextual Theory of Meaning, Prosodic Phonology, Systems Structure Grammar – Holiday's Scales and Categories Systemic Grammar, Social Aspect of Language.						
Unit:4 AMERICAN SCHOOL OF LINGUISTICS 12 – hours						
Early Stages and Influence of Anthropology – Boas , Sapir and the Development of Linguistics –						

Bloomfield's Descriptive Linguistics , Behaviorisms, Taxonomy, Scientific Linguistics- Golden Age of Descriptivism and Hockett, Trager , Harris – Development of Mentalistic Trend, Phrase Structure Grammars- Development of T G, Contemporary American Models of Grammars: Tagmemic Model (Pike) –Stratificational Model (Lamb) – Generative Semantics (Lakoff) Descriptive Model (Hockett , Harris)		
Unit:5	LINGUISTICS IN INDIA	10 -- hours
Introduction to Indian Schools of Linguistics – A Brief History of Schools of Indian Linguistics – Traditional School (Classic Period) – Panini – Patanjali etc., Phonetics – In Ancient Time, Contribution of Western Scholars to Indian Linguistics – Comparative Philology, Studies of Dravidian Languages, Modern Period – Indian Linguistics in Pre-Independence and Post-Independence Periods. Summer Schools of Indian Linguistics, Pioneer Linguistics Studies Deccan College, CIIL, DLA, JNU, Annamalai University etc.,		
Unit:6	CONTEMPORARY ISSUES	2 -- hours
Expert lectures, online seminars – webinars		
	Total Lecture Hours	60 – hours
Text Book(s)		
1	Robins, R. H. (1997). <i>A short history of linguistics</i> (4th ed.). Longman.	
2	Chomsky, N. (1965). <i>Aspects of the theory of syntax</i> . MIT Press.	
3	Bloomfield, L. (2015). <i>Language</i> (Reprint ed.). Routledge.	
Reference Books		
1	Bloch, B., & Trager, G. L. (1942). <i>Outline of linguistic analysis</i> . Linguistic Society of America.	
2	Boas, F. (2013). <i>Handbook of American Indian languages</i> . Cambridge University Press.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://www.britannica.com/science/linguistics/Transformational-generative-grammar	
2	https://www.slideshare.net/sundarabalu/history-of-linguistics-171526143	
3	https://www.youtube.com/watch?v=CmfYXu-vkRk	
Course Designed By: Dr. S. SUNDARABALU , sundarabalu@buc.edu.in		

Mapping with Programme Outcomes										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	S	S	S	S
CO3	S	M	S	S	S	M	S	S	M	M
CO3	S	M	S	S	S	S	M	S	S	S
CO4	M	S	S	M	S	S	M	S	S	S
CO5	S	S	M	S	M	M	S	S	S	S

*S-Strong; M-Medium; L-Low

Course code	LINB012	COMPUTATIONAL LINGUISTICS	L	T	P	C
Core			4			4
Pre-requisite		Phonetic, Grammatical and Syntactical Knowledge of Language	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To introduce the basic concepts of computer and its role in the field of Linguistics.						
2. To guide the students where the computers can be exploited in the domain of applied Linguistics.						
3. To teach certain important computer languages and software which suit well in Language Analysis and Teaching.						
4. To instruct the students on corpus collection and management related to spoken and written forms						
5. To impart the natural language processing for the purpose of translation and language teaching.						
6. Introduce machine translation methods, techniques and strategies to the students						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Students can Participate in recent data-driven learning in computational social sciences and digital humanities					K1
2	Students can use NLP tools in large document collections to identify the main themes and opinions of different texts.					K2
3	Apply techniques that are being widely used in search engines, digital libraries, speech recognition systems, and NLP data mining toolkits.					K3
4	students will be able to complete tasks in Computational Linguistics such as segmentation, morphological analysis, tagging and parsing etc.					K4
5	Take up the foundational tasks in Computational Linguistics such as e dictionary making, speech recognition and synthesis.					K5
6	Apply syntactic and semantic analysis to machine language and study the limitations of creativity. Engage in speech synthesis and in machine translation					K6
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1						
Unit:1		INTRODUCTION TO COMPUTERS		12 – hours		
Computer Hardware, Software – Types of Computers, Digital, Analogue and Others – History of Computational Linguistics–Language Technology and Natural Language Processing-Application of Computers in various research activities of Linguistics.						
Unit:2						
Unit:2		LANGUAGE PROCESSING		12 – hours		

Natural Language Processing, Parsing Analysis, Parsing and Parser (top-down and bottom-up parsing), chart parsing (Left to right and right to left), CYK parser, Stanford parser. Text Editing, Stylistics, Text Analysis, Indenting, Bibliography Preparation, Word Processing, Unicode typing and LLM		
Unit:3	CORPUS LINGUISTICS	12 – hours
An Introduction to corpus Linguistics, Definitions and types of corpus, Salient features of corpus, Spoken and written corpus, corpus collection, corpus classification techniques and methods, corpus and cloud computing systems , corpus collection methods.		
Unit:4	MACHINE TRANSLATION	12 – hours
Machine Translation – History, Approaches to Machine Translation, automatic and human assisted methods, Transfer-Google translations, Computer Dictionary, word level and sentence level machine translation.		
Unit:5	COMPUTER IN APPLIED LINGUISTICS	10 – hours
A Survey of Computer Aided Language Learning (CALL) and Language Teaching (CALT) – Spectrogram analysis, Speech synthesis (text to speech and speech to text) Online dictionaries, Voice assisted technology. Sentiment analysis and opinion mining.		
Unit:6	CONTEMPORARY ISSUES	2 -- hours
Expert lectures, online seminars – webinars		
	Total Lecture Hours	60 hours
Text Book(s)		
1	Akshar Bharati. (1990). <i>Intensive course on natural language processing for linguists</i> (Vols. 1–2). Indian Institute of Technology Kanpur.	
2	Clark, A., Fox, C., & Lappin, S. (2010). <i>The handbook of computational linguistics and natural language processing</i> . Wiley-Blackwell.	
3	Baker, P. (2012). <i>Contemporary corpus linguistics</i> (Reprint ed.). Bloomsbury Academic.	
4	Dash, N. S. (2005). <i>Corpus linguistics and language technology</i> . Mittal Publications.	
5	Dash, N. S., & Ramamoorthy, L. (2019). <i>Utility and application of language corpora</i> . Springer Nature.	
6	Grishman, R. (1992). <i>Computational linguistics: An introduction</i> . Cambridge University Press.	
7	Jurafsky, D., & Martin, J. H. (2019). <i>Speech and language processing</i> (3rd ed., draft). Speech and Language Processing Draft	
8	Mitkov, R. (Ed.). (2003). <i>The Oxford handbook of computational linguistics</i> . Oxford University Press.	
9	Van Roy, P., & Haridi, S. (2004). <i>Concepts, techniques, and models of computer</i>	

Course code	LINGE03	DOCUMENTATION OF ENDANGERED LANGUAGES	L	T	P	C
Elective			4			4
Pre-requisite		Knowledge about the Endangered Language Documentation	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To introduce the principles and scope of documentary linguistics						
2. To understand methods of documenting endangered and under-documented languages						
3. To train students in fieldwork techniques and data collection						
4. To develop skills in transcription, annotation, and archiving						
5. To explore ethical and community-based approaches to language documentation						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Recall fieldwork methods such as data collection, elicitation, and participant observation in language documentation.					K1
2	Understand the concept, scope, and significance of language documentation and its role in preserving linguistic diversity					K2
3	Apply the principles of documentary linguistics to explain its role in preserving linguistic diversity.					K3
4	Demonstrate skills in transcription, annotation, and glossing using standard conventions					K4
5	Use and evaluate basic digital tools (e.g., ELAN, Praat) for analyzing, managing, and organizing linguistic data.					K5
6	To Develop a mini documentation project, including recording, transcription, and presentation of linguistic data.					K6
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1	INTRODUCTION TO LANGUAGE DOCUMENTATION				12 – hours	
Definition of Language documentation - language documentation and language description – stages of language documentation : Role – Needs and Importance - Components and skills - Importance of documenting minority and tribal languages - Language documentation projects - Features of documentation						
Unit:2	ENDANGERED LANGUAGES				12 – hours	
Endangered languages- with special reference to Tamil Nadu - UNESCO declaration on endangered languages and its motive for safeguarding- General issues on Language Endangerment: language contact- language shift- language loss and language death- causes of language endangerment - level of language endangerment.						
Unit:3	FIELD WORK METHODS AND				12 – hours	

	DATA COLLECTION	
Definition of field work: Preparation and planning - Selecting the language and speaker location - Field work methods - Pilot survey - Informant selection - Types of Data - Methods of Data collection - Questionnaire preparation - Data collection Tools- Direct and Indirect Method - Participants Observation Method - Audio and video Recording Procedure - Field work challenges – Practical		
Unit:4	LINGUISIC ANALYSIS AND DESCRIPTION	12 – hours
Elicitation techniques: Multi level Linguistic Analysis – Data transcription : Phonetic and Phonemic Transcription - Morphological and Syntactical Analysis- Lexicography and Dictionary Making— Translation - Corpus- Data Description - Language structure - Annotation creating Meta Data - – Report of the Language- Use of software tools (ELAN, PRAAT)		
Unit:5	REVITALIZATION AND ARCHIVING	10 – hours
Definition of Language Revitalization - Promoting language use in homes, media, and cultural events- Teaching the language in schools and community programs - Developing textbooks, apps, and learning materials- revitalization and preservation of indigenous lexical items; encouragement of indigenous people to preserve their languages- Meaning of archiving in linguistics and anthropology- Role of archives in research and revitalization - Methods of Archiving- Importance of archiving in preserving endangered languages and cultures.		
Unit:6	CONTEMPORARY ISSUES	2 -- hours
Expert lectures, online seminars – webinars		
	Total Lecture Hours	60 – hours
Text Book(s)		
1	Berez, A. L., Himmelmann, N. P., & Kelly, B. F. (Eds.). (2010). <i>Fieldwork and linguistic analysis in indigenous languages of the Americas</i> . University of Hawai‘i Press.	
2	Austin, P. K. (Ed.). (2010). <i>Language documentation and description</i> . SOAS, University of London.	
3	Himmelmann, N. P. (1998). Documentary and descriptive linguistics. <i>Linguistics</i> , 36(1), 161–195.	
4	Gippert, J., Himmelmann, N. P., & Mosel, U. (Eds.). (2006). <i>Essentials of language documentation</i> . Mouton de Gruyter.	
	Rehg, K. L., & Campbell, L. (Eds.). (2018). <i>The Oxford handbook of endangered languages</i> . Oxford University Press.	
5	Lehmann, C. (2001). Language documentation programs. In W. Bisang (Ed.), <i>Aspects of typology and universals</i> . Akademie Verlag.	
6	Rau, D. V., & Florey, M. (Eds.). (2007). <i>Documenting and revitalizing Austronesian languages</i> . University of Hawai‘i Press.	
7	Sivashanmugam, C., & Thayalan, V. (2012). <i>Comprehensive questionnaire for tribal studies</i> . Department of Linguistics, Bharathiar University.	
8	Ganasundaram, V. (2025). <i>Language loss, language endangerment, language revival</i> . New Century Book House Pvt. Ltd.	

9	Woodbury, A. C. (2011). Language documentation. In P. K. Austin & J. Sallabank (Eds.), <i>The Cambridge handbook of endangered languages</i> (pp. 159–186). Cambridge University Press.
10	Berez, A. L., Himmelmann, N. P., & Kelly, B. F. (Eds.). (2010). <i>Fieldwork and linguistic analysis in indigenous languages of the Americas</i> . University of Hawai‘i Press.
Reference Books	
1	Samarin, W. J. (1967). <i>Field linguistics: A guide to linguistic fieldwork</i> . Holt, Rinehart and Winston.
2	Hymes, D. (1996). <i>Language in culture and society</i> . Harper International Edition.
3	Riley, P. (2007). <i>Language, culture and identity: An ethnolinguistic perspective</i> . Continuum.
4	Gippert, J. (Ed.). (2006). <i>Essentials of language documentation</i> . Mouton de Gruyter.
5	Lehmann, C. (2001). Language documentation programs. In W. Bisang (Ed.), <i>Aspects of typology and universals</i> . Akademie Verlag.
6	Duranti, A. (1997). <i>Linguistic anthropology</i> . Cambridge University Press.
7	Sundarabalu, S., & Vijayan, N. (Eds.). (2021). <i>A meaning centric tool for making thesaurus in tribal languages</i> . Department of Linguistics, Bharathiar University.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://onlinecourses.nptel.ac.in/noc24_hs103/preview
2	https://www.pib.gov.in/PressReleasePage.aspx?PRID=2042993&reg=3&lang=2
3	https://www.eldp.net/
4	https://www.sciencedirect.com/topics/psychology/sapir-whorf-hypothesis
5	https://www.sppel.org/
6	https://www.endangeredlanguages.com/
7	https://endlangdiglib.com/?utm_source=chatgpt.com
8	https://languagelibrary.org/?utm_source=chatgpt.com
9	https://dobes.mpi.nl/?utm_source=chatgpt.com
Course Designed By: Dr. P. SANKARGANESH, sankarganesh@buc.edu.in	

Mapping with Programme Outcomes										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	M	S	S	S	M
CO2	S	S	S	S	S	M	M	S	S	S
CO3	M	S	S	S	S	M	S	S	S	M
CO4	S	M	S	S	S	S	S	M	M	S
CO5	S	S	S	S	S	M	S	M	M	M

*S-Strong; M-Medium; L-Low

Course code	LINB013	FIELD LINGUISTICS	L	T	P	C
Core			4			4
Pre-requisite		Knowledge in Linguistics Research	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. Understand the importance and role of Field Linguistics. 2. Equip the students with the Linguistics techniques of collecting data 3. Know the application of the principles while collecting data 4. Know the principles involved in the analysis of all the levels of language, namely Phonology, Morphology, Syntax and Semantics 5. Know the techniques of analysing the data of a new language 6. Know the techniques of field linguistics in the field						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the techniques of collecting data from the field					K1
2	Understand the procedures for collecting data from the speakers of any language					K2
3	Apply the principles of collecting data and analyzing the data for any unknown language for all the levels of language.					K3
4	Analyze the data thus collected from a new language to write a grammar					K4
5	Evaluate the principles while collecting data from the informants of the new language.					K5
6	Create a Sketch Grammar for a new language					K6
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1 INTRODUCTION TO FIELD LINGUISTICS 12 – hours						
Aims of Field Linguistics – Place of Field Linguistics – Use of Field Linguistics – Methods Involved in Field Linguistics – Field Linguistic Surveys – Field Linguistics Tools.						
Unit:2 FIELD LINGUISTICS MACHINERY 12 – hours						
Investigators – Informant – Qualification, Selection, Use of Informants (Sampling) - Community and its Role in Data Collection – Kinds of Data – Working Sessions – Report Formation – Prerequisites.						
Unit:3 DATA COLLECTION 12 –hours						
Questionnaire – Preparation, Administration Data – Elicitation Procedure, Recording, Preservation, Collection Procedures Methods; Interview Method – Participant Observation						

Method – Schedule, Transcription, etc		
Unit:4	DATA ANALYSIS	12 -- hours
Data Description: Language Structure, Language Contrast, Language Variation, Language Learning Disciplines – Structural Description: Sound, Word, Construction, Meaning Descriptions – Presentation Methods.		
Unit:5	EVALUATION	10 – hours
Evaluation of Questionnaire, Data, Analysis and Description, Evaluation Strategies - Sample Linguistic Survey – Field Linguistics in Relation to Descriptive, Historical, Socio and Psycho Linguistics.		
Unit:6	CONTEMPORARY ISSUES	2 – hours
Expert Lectures, Online Seminars–Webinars		
	Total Lecture Hours	60 hours
Text Book(s)		
1	Samarin, W. J. (1967). <i>Field linguistics: A guide to linguistic fieldwork</i> . Holt, Rinehart and Winston.	
2	Wolfram, W., & Fasold, R. F. (1972). <i>Field techniques in an urban language study</i> . Center for Applied Linguistics.	
3	Bowern, C. (2008). <i>Linguistic fieldwork: A practical guide</i> . Palgrave Macmillan.	
4	Agesthialingom, S., & Karunakaran, K. (1975). <i>Questionnaire for the study of social stratification of Tamil in Madras city</i> . Annamalai University.	
Reference Book(s)		
1	Karunakaran, K., & Sivashanmugam, C. (1981). <i>A study of social dialect in Tamil</i> . AITLA.	
2	Sivashanmugam, C., & Perumalsamy, P. (1989). <i>Sociolinguistic survey of Tamil and Telugu in the western districts of Tamil Nadu: Questionnaire</i> . Bharathiar University.	
3	Crowley, T. (2007). <i>Field linguistics: A beginner’s guide</i> . Oxford University Press.	
4	Abbi, A. (2001a). <i>A manual of linguistic fieldwork and structures of Indian languages</i> . Lincom Europa.	
5	Sundarabalu, S., & Vijayan, N. (Eds.). (2021). <i>A meaning centric tool for making thesaurus in tribal languages</i> . Department of Linguistics, Bharathiar University.	
6	Litosseliti, L. (Ed.). (2024). <i>Research methods in linguistics</i> (3rd ed.). Bloomsbury Academic.	
7	Sakel, J., & Everett, D. L. (2012). <i>Linguistic fieldwork: A student guide</i> . Cambridge University Press.	

8	Thieberger, N. (Ed.). (2012). <i>The Oxford handbook of linguistic fieldwork</i> . Oxford University Press.
9	Gnanasundaram, V., Vijayan, N., & Suresh, P. (2023). <i>A sketch grammar of Eravalla</i> . Central Institute of Indian Languages.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://www.youtube.com/watch?v=VN6qjVCsfdc
2	https://www.goodreads.com/book/show/1986473.Field_Linguistics
3	https://www.goodreads.com/book/show/4821535-the-methodology-of-field-investigations-in-linguistics?
Course Designed By: Dr. N. VIJAYAN , vijayan@buc.edu.in	

Mapping with Programme Outcomes										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	M	L	M	L	M	M
CO2	S	S	S	S	M	M	S	M	M	S
CO3	S	S	S	S	M	M	S	M	M	S
CO4	S	S	S	S	M	M	S	M	M	S
CO5	M	S	S	S	M	M	S	M	M	S

*S-Strong; M-Medium; L-Low

Course code	LINB014	DIALECTOLOGY AND BILINGULISM	L	T	P	C
Core			4			4
Pre-requisite		Knowledge in Language used in Various Domains	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To introduce dialectology and its significance in the study of language in actual speech behavior of the community of concerned						
2. To introduce the methodology, procedures and frameworks related to the study of regional and social variation found in languages.						
3. To make use of different methods including field linguistics to analyze dialects of different types in language						
4. To easily identify the various dialects of a language using methods and classifications.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	To remember the various categorization of language varieties					K1
2	To understand different field techniques for research purpose					K2
3	To apply the theories related to dialects on various researchers					K3
4	To analyze various dialectal variations among the region, caste etc...					K4
5	To evaluate various components in the dialect					K5
6	To create knowledge in collecting dialect data and analyze it from dialectology aspects					K6
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1		LANGUAGE AND ITS VARIATIONS			12 – hours	
Language, Dialects, Idiolects, Varieties – Mutual Intelligibility – Distances, Regional, Social, Professional Dialect, Temporal dialect and caste dialects. Language Variations – Formal and Informal Language. – history of dialectology –structural dialectology–linguistic diversity- -dialect dictionary						
Unit:2		DIALECT STUDIES IN INDIA WITH SPECIAL REFERENCE TO TAMIL			12 – hours	
Linguistic Survey of India – Dialect Study in Dravidian Languages in General and in detail- current trend methods in dialectology in particular reference to Dravidian and Indian languages- Selection of survey area and sites – Dialect map						
Unit:3		FIELD METHODS AND TECHNIQUES			12 -- hours	
Dialectology field techniques – Preparation of questionnaires- sampling method –field interviews in dialectology- dialect map- Conducting Survey –Analytical Procedures- Fieldwork methods in dialect study						
Unit:4		INTRODUCTION TO BILINGUALISM			12 – hours	

Concept of Bilingualism – Language in Contact – Interference – Borrowing – Nativization –Impact of Bilingualism- Bilingualism and multilingualism- Types of bilingualism		
Unit:5	INDIAN BILINGUALISM	10 – hours
Bilingualism / Multilingualism in India with Special Reference to Tamil Nadu. Functional Aspect of Indian Bilingualism – Diglossia, Language Planning and Education.		
Unit:6	CONTEMPORARY ISSUES	2 -- hours
Expert lectures, online seminars – webinars		
	Total Lecture Hours	60 hours
Text Book(s)		
1	Boberg, C., Nerbonne, J., & Watt, D. (Eds.). (2018). <i>The handbook of dialectology</i> . Wiley-Blackwell.	
2	Chambers, J. K., & Trudgill, P. (2004). <i>Dialectology</i> (2nd ed.). Cambridge University Press.	
3	Grierson, G. A. (1927). <i>Linguistic survey of India</i> . Government of India Press.	
4	Hockett, C. F. (1958). <i>A course in modern linguistics</i> . Oxford & IBH Publishing. (Indian edition published 1970)	
5	Krishnamurti, B. H. (1962). <i>A Telugu dialect survey of occupational vocabulary</i> . Andhra Pradesh Sahitya Akademi.	
6	Wardhaugh, R., & Fuller, J. M. (2015). <i>An introduction to sociolinguistics</i> (7th ed.). Wiley-Blackwell.	
7	Chambers, J. K., Trudgill, P., & Schilling-Estes, N. (Eds.). (2004). <i>The handbook of language variation and change</i> . Blackwell Publishing.	
8	Boberg, C., Nerbonne, J., & Watt, D. (Eds.). (2018). <i>The handbook of dialectology</i> . Wiley-Blackwell.	
Reference Book(s)		
1	Bhatia, T. K., & Ritchie, W. C. (Eds.). (2013). <i>The handbook of bilingualism and multilingualism</i> (2nd ed.). Wiley-Blackwell.	
2	Varma, G. S. (1986). <i>Kilaimoliyal (Dialectology)</i> . All India Tamil Linguistics Association.	
3	Varma, G. S. (1980). <i>Irumoliyam (Bilingualism)</i> . All India Tamil Linguistics Association.	
4	Sundarabalu, S. (2015). <i>Occupational implements: A linguistic study</i> . Seethai Pathippagam.	
5	Wolfram, W., & Schilling, N. (2016). <i>American English: Dialects and variation</i> (3rd ed.). Wiley-Blackwell.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://languageavenue.com/linguistics/sociolinguistics/language-variation/item/language-variation	
2	https://en.wikipedia.org/wiki/Dravidian_languages	

3	https://www.britannica.com/science/linguistics/Dialectology-and-linguistic-geography
4	http://depts.washington.edu/uwcl/el-stec/Vaux Cooper 1999 ch1.pdf
5	http://www.healthofchildren.com/B/Bilingualism-Bilingual-Education.html
6	https://www.academia.edu/5478036/THE CONCEPT OF BILINGUALISM
7	https://www.tandfonline.com/doi/pdf/10.1080/00437956.1957.11659634
Course Designed By: Dr. P. SANKARGANESH , sankarganesh@buc.edu.in	

Mapping with Programme Outcomes										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	S	S	M	S	S
CO2	S	S	S	M	S	S	S	M	S	S
CO3	S	M	S	S	S	S	M	M	S	S
CO4	S	S	S	M	S	M	S	S	S	S
CO5	S	S	S	S	S	S	M	S	M	S

*S-Strong; M-Medium; L-Low

Course code	LINB015	SOFT SKILLS	L	T	P	C
Core			4			4
Pre-requisite		Ability to Understand the Instruction and Apply them in Practice	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. Make the students acquire linguistic skills to become a successful communicator. 2. To guide the students understand soft skills in order get success in the modern world. 3. To create a positive attitude in social life of the students. 4. To create the students understand and apply non-verbal communication in professional and social life. 5. to practice the students on maintaining body language and personal rapport in newer communicative domains 6. Equipping the students with adequate practices in job skills and preparing them with reliable techniques and etiquettes of Interviews.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Communicate effectively with people in their day to day life by recalling the linguistics knowledge and techniques					K1
2	Students can make use of their knowledge in presentation and interactive skills					K2
3	Applying the soft skills tactics will help improve in time management, organizational skills & goal setting of the learners					K3
4	Analyzing the issues and tasks help learners for problem solving in personal and professional life					K4
5	Students will be able to develop their leadership skills to improve teamwork, creativity, efficiency and productivity					K5
6	Creativity in language, strategic thinking, team building and presentation skills will lead to success in students' professional life					K6
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1						
Unit:1		PERSONALITY SKILLS			12 -- hours	
Personality, Approaches to Personality, Traits, Achievement Motivation, Gender Culture and Achievement, Personal Habits, Optimism and Pessimism.						
Unit:2						
Unit:2		INTERPERSONAL SKILLS			12 -- hours	
Assertive Communication, Body Language, Starting a Conversation, Listening Actively, Making Good Decisions, Solving Problems, Resolving Group Conflict, Building Esteem,						

Recognizing and Showing Empathy		
Unit:3	LANGUAGE AND COMMUNICATION SKILLS	12 -- hours
Advanced Communication Skills, Elements of Communication, Types of Input, The Internal Map, Internal State and Behavior Response, Verbal Cues, Kinesthetic Representational System, Eye Movement, Six Steps to Building Rapport.		
Unit:4	PROFESSIONAL PROFICIENCIES	12 – hours
Personal Effectiveness, Emotional Intelligence, Interacting in Groups, Strategic Thinking, Team Building.		
Unit:5	EXPRESSIVE SKILLS	10 – hours
Creativity, Influencing Skills, Presentation Skills, Effective Group Discussion Skills, Interview Etiquettes and Selling Skills. Practical -1. Mock interview, 2. Group discussion		
Unit:6	CONTEMPORARY ISSUES	2 -- hours
Expert lectures, online seminars – webinars		
	Total Lecture Hours	60 hours
Text Book(s)		
1	Cengage Learning India. (2014). <i>English language communication skills</i> . Cengage Learning India.	
2	Ferguson, S. D. (2004). <i>Communication skills</i> . Facts On File.	
3	Burger, J. M. (2015). <i>Personality</i> (9th ed.). Cengage Learning.	
4	McGraw-Hill Education. (2010). <i>Managing life skills</i> . McGraw-Hill Education.	
5	Hargie, O. (2006). <i>The handbook of communication skills</i> (3rd ed.). Routledge.	
Reference Book(s)		
1	MTD Training. (2012). <i>Advanced communication skills</i> . MTD Training.	
2	Seely, J. (2005). <i>The Oxford guide to effective writing and speaking</i> . Oxford University Press.	
3	Steptoe, A., & Wardle, J. (2017). Life skills, wealth, health, and well-being in later life. <i>Proceedings of the National Academy of Sciences</i> , 114(17), 4354–4359.	
4	Yedla, S. (2014). <i>Communicative English research on technical aspects in ESP language</i> . Adhyayan Books House.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://medium.com/the-helm/10-personality-traits-most-important-than-any-other-skill-	

	e45b3ab14a9c
2	http://psychology.iresearchnet.com/social-psychology/personality/achievement-motivation/
3	https://www.slideshare.net/SubramanianMuthusamy3/creativity-and-strategic-thinking
4	https://www.skillsyouneed.com/ps/assertiveness.html ,
5	https://www.slideshare.net/SubramanianMuthusamy3/presentation-skills-23878585
6	https://sites.google.com/site/communicationskill4you/element-of-communication
7	https://www.slideshare.net/SubramanianMuthusamy3/building-rapport-soft-skills
Course Designed By: Dr. V.M. SUBRAMANIAN, subramanian@buc.edu.in	

Mapping with Programme Outcomes										
COS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	L	S	M	M
CO2	S	S	M	S	S	M	M	M	M	S
CO3	S	M	S	S	S	M	S	S	M	S
CO4	S	M	S	S	S	L	M	S	M	M
CO5	S	S	M	S	S	M	S	M	S	M

*S-Strong; M-Medium; L-Low

Course code	LINGE04	NEUROLINGUISTICS	L	T	P	C
Core			4			4
Pre-requisite		Knowledge in Linguistics and Brain	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To introduce different theoretical approaches to the students to acquire knowledge on the study of Neurolinguistics 2. To make the students understand the anatomy of the brain, and the study of the relationship between language and brain 3. To make the students familiar with the different types of speech disorder and their correlation with brain						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	To interpret the ideas various methodologies involved in the studies of language and the human brain					K1
2	To understand the different scientific theories and methods of neurolinguistics					K2
3	To analyses the different methods involved in understanding the test battery of language disorder					K3 &4
4	To evaluate the knowledge system involved in the nervous system of human brain and language disorder					K5
5	To provide the knowledge about the nerves system of human brain and speech/ language disorders					K6
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1						
ANATOMY OF THE BRAIN			12 -- hours			
Introduction to the Anatomy of the Brain – Cerebral Cortex – Cerebral Hemisphere – Cerebellum – Medulla – Mid Brain – Corpus Callosum – Major Lobes – Frontal Lobe – Parietal Lobe – Occipital Lobe – Temporal Lobe – Fissure – Nervous System – Cranial Nerves and its Functions.						
Unit:2						
LANGUAGE AND LINGUISTICS			12 – hours			
Language and Speech – Basic Linguistic Units – Phonology – Morphology – Syntax – Semantics- Linguistics and Psychology – Linguistics and Neurology – A Comparison – Neurolinguistics – an Introduction.						
Unit:3						
HISTORY OF NEUROLINGUISTICS			12 – hours			
History of Neurolinguistics – P. Broca – C. Wernicke – Hughlings Jackson – and others – Current Trends in Neurolinguistics.						

Unit:4	SPEECH AND LANGUAGE DISORDERS	12 – hours
Aphasia – Classification of Aphasia – Other Disabilities, Broca – Wernicke – Semantic – Syntactic Jargon – Motor – Sensory, Dysphasia – Paraphasia – Dyslexia – Anomia – Agraphia – Alexia – Agnosia – Apraxia – Dysarthria – Paragrammatism – Agrammatism etc, etiology of the aphasias.		
Unit:5	EVALUATION OF LANGUAGE DISORDERS	10 – hours
Western Aphasia Test Battery – Boston Diagnostic Aphasia Examination – A Sample Study of a Language Disorder.		
Unit:6	CONTEMPORARY ISSUES	2 -- hours
Expert lectures, online seminars – webinars		
	Total Lecture Hours	60 hours
Text Book(s)		
1	Crystal, D. (1989). <i>Introduction to language pathology</i> . Edward Arnold.	
2	Caplan, D. (1987). <i>Neurolinguistics and linguistic aphasiology: An introduction</i> . Cambridge University Press.	
3	Molte, R. (1981). <i>The human brain: An introduction to its functional anatomy</i> . Mosby.	
Reference Book(s)		
1	Code, C. (Ed.). (1989). <i>The characteristics of aphasia</i> . Taylor & Francis.	
2	Lesser, R. (1978). <i>Linguistic investigations of aphasia</i> . Edward Arnold.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/Central_nervous_system	
2	https://www.youtube.com/watch?v=xzNpRpx0VBQ	
Course Designed By: Dr. S. SUNDARABALU, sundarabalu@buc.edu.in		

Mapping with Programme Outcomes										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L	M	L	L	S	S	M	S	S	S
CO2	M	S	M	M	S	S	S	S	S	S
CO3	M	L	S	S	M	M	S	M	S	M
CO4	S	M	S	S	S	S	S	S	S	S
CO5	S	S	S	S	M	S	S	S	S	S

*S-Strong; M-Medium; L-Low

SUPPORTIVE PAPERS

Course code	LINGS01	BASIC PHONETICS	L	T	P	C
Supportive						2
Pre-requisite		Knowledge in identifying the sound units of words	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. Understand the basic Linguistics techniques of phonetics.						
2. Know the Anatomical Structure of the Vocal Apparatus and the air stream mechanisms.						
3. Know the classification of Vowels and Consonants.						
4. Know the phonetic symbols used for transcription.						
5. Know the description of speech sounds						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the basic techniques of phonetics					K1
2	Understand the descriptions of anatomical structure of vocal apparatus, the air stream mechanisms and the descriptions of sounds					K2
3	Apply the phonetic techniques to produce sounds in a given language and describe the speech sounds of that language					K3
4	Analyze the vowels and consonants in their mother tongue and other known languages					K4
5	Evaluate the speech sounds of a given language					K5
6	Create phonetic description of any given language					K6
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1	PHONETICS AND BRANCHES OF PHONETICS				10 –hours	
Phonetic Study - Articulatory Process - Phases of Speech - Articulatory, Auditory and Acoustic Approaches – Ear Training and Performance.						
Unit:2	ARTICULATORY PHONETICS				10 – hours	
Anatomical Structure of the Vocal Apparatus - Physiological Bases of Speech Production Supraglottal and Supraglottal Organs of Speech as a System of Passages and Cavities. Configuration: Active and Passive Articulators – Stricture Types – Air Stream Mechanism – Direction of Air Flow – Glottal Function: Principal Phonation Types – Voice and Voiceless – Breathy Voice – Whispery – Murmur – Creaky Voice – Relationship of Phonation and Intonation – Aspiration.						
Unit:3	CLASSIFICATION SPEECH SOUNDS				8 –hours	

Definition and Classification of Vocoids, Contoids and Approximants – Phonetics Symbols- Modification of Sounds – Stop With Reference to Air – Stream Mechanisms – Oral Drills.		
Unit:4	CONTEMPORARY ISSUES	2 -- hours
Expert Lectures, Online Seminars – Webinars		
	Total Lecture Hours	30 hours
Text Book(s)		
1	Abercrombie, D. (1967). <i>Elements of general phonetics</i> . Edinburgh University Press.	
2	Bloch, B., & Trager, G. L. (1942). <i>Outline of linguistic analysis</i> . Linguistic Society of America.	
3	Jones, D. (1964). <i>An outline of English phonetics</i> (9th ed.). W. Heffer & Sons.	
4	Pike, K. L. (1947). <i>Phonemics: A technique for reducing languages to writing</i> . University of Michigan Press.	
5	Ladefoged, P., & Johnson, K. (2014). <i>A course in phonetics</i> (7th ed.). Cengage Learning.	
6	Davenport, M., & Hannahs, S. J. (2010). <i>Introducing phonetics and phonology</i> (3rd ed.). Hodder Education.	
Reference Books		
1	Catford, J. C. (1988). <i>A practical introduction to phonetics</i> . Clarendon Press.	
2	Laver, J. (1980). <i>The phonetic description of voice quality</i> . Cambridge University Press.	
3	Katz, W. F. (2013). <i>Phonetics for dummies</i> . John Wiley & Sons.	
4	Ladefoged, P. (2001). <i>Vowels and consonants: An introduction to the sounds of languages</i> . Blackwell Publishers.	
5	Johnson, K. (2011). <i>Acoustic and auditory phonetics</i> (3rd ed.). Wiley-Blackwell.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://www.youtube.com/watch?v=dfoRdKuPF9I	
2	https://www.youtube.com/watch?v=GLBsvdaR_ow	
3	https://ielanguages.com/phonetics.html	
Course Designed By: Dr. N. VIJAYAN, vijayan@buc.edu.in		

	LINGS02	BASICS OF TRANSLATION	L	T	P	C
Supportive						2
Pre-requisite		Linguistics Knowledge in Source and Target Languages	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To introduce the theories and principles of translation in order to train the students as better translators.						
2. To impart practical translation skills to students.						
3. To teach the ways and means of evaluating the translation process.						
4. To introduce the concept of machine translation besides giving practical exercises for translation both in traditional fashion and mechanized fashion.						
5. To enable the students practical and challenges of translation activities						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Critically apply theories, methodologies, and knowledge to address fundamental questions in Translation Studies.					K1
2	Demonstrate skills in oral and written communication sufficient to publish and present work in Translation Studies.					K2
3	Follow the principles of ethics in Translation Studies and in academia in general.					K3
4	Demonstrate knowledge at a level required for university undergraduate teaching in Translation.					K4
5	Studies and assessment of student learning.					K5
6	Interact productively with people from diverse backgrounds as both leaders and team members with integrity and professionalism.					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create						
Unit:1						
Unit:1		BASIC COMPONENTS OF TRANSLATION	10 – hours			
Basic Components of Translation – Definition – Need for Translation-Importance of Translation – Source vs. Target Languages.						
Unit:2						
Unit:2		TYPES OF TRANSLATION	10 – hours			
Types of Translation – Full vs. Partial –Total vs. Restricted –Phonological –Graphological Translations Extent – Level– Ranks.Translations Extent – Level – Ranks. Translation equivalence – Types of Equivalence – Textual Equivalence –Formal Correspondence – Dynamic Equivalence.						
Unit:3						
Unit:3		PROBLEMS OF TRANSLATION	8 – hours			
Types of Problems-Linguistics Vs. Non Linguistics Problems-Lexical Problems- Cultural						

Problems – Problems on Translation Scientific Terms – Science Text – Problems on Translating Literature- Metaphor –Simile.		
Unit:4	CONTEMPORARY ISSUES	2-- hours
Expert lectures, online seminars – webinars		
	Total Lecture Hours	30 hours
Text Books		
1	Bell, R. T. (1991). <i>Translation and translating: Theory and practice</i> . Longman.	
2	Catford, J. C. (1965). <i>A linguistic theory of translation</i> . Oxford University Press.	
3	Pinchuck, I. (1981). <i>Scientific and technical translation</i> . André Deutsch.	
4	Lakshmi, H. (1993). <i>Problems of translation</i> . Boolings Corporation.	
5	Sivashanmugam, C., & Thayalan, V. (1989). <i>Mozhipeyarppiyal</i> . Annam Publications.	
Course Designed By: Dr. P. SANKARGANESH, sankarganesh@buc.edu.in		

Course code	LINGS03	INTRODUCTION TO DRAVIDIAN LANGUAGES	L	T	P	C
Supportive						2
Pre-requisite		Knowledge in linguistics and language families	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To impart the features of Dravidian languages						
2. To equip the students to have clear knowledge in Dravidian languages						
3. To make the students understand the unique features of Dravidian languages						
4. To ascertain the morphological and phonological features of the Dravidian languages						
5. To make the students trained in the identification and employment of the lexical items used in the Dravidian languages						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Gain knowledge about the features of Dravidian languages					K1
2	Understand the subgroups of Dravidian languages and their special features					K2
3	Make Comparative and contrastive analysis in Dravidian languages to identify the language and its family					K3
4	Analyze the phonological and morphological features of languages and their features					K4
5	Corpus related to Dravidian languages provide the glimpse of the various dialectal verities					K5
6	Linguistic studies in the innate features of Dravidian languages help learners create sentences with newer features					K6
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1						
INTRODUCTION TO DRAVIDIAN LANGUAGES			10 – hours			
History of Comparative Dravidian Studies, Common Characteristic Feature of the Dravidian Languages – Basic Differences between Dravidian Family and Other Language Families of India.						
Unit:2						
SOUNDS OF DRAVIDIAN			10 – hours			
Phonological Structure of Dravidian Language, Vowels and their Development – Short Vs Long; Metathesis etc; Consonants and their Developments in Dravidian Languages – Voiced Vs Voiceless Plosives; Nasal Plus Double Plosives, Laterals, Trills and Fricatives.						
Unit:3						
DRAVIDIAN NOUNS AND VERBS			8 -- hours			
Noun Morphology: Gender-Number System; Pronouns, Numerals, Case System Verb Morphology: Stem Classification, Past and Non-past Formation; Negative Expression in Dravidian; Pronominal						

Suffixes; Imperative Mood etc.		
Unit:4	CONTEMPORARY ISSUES	2 -- hours
Expert lectures, online seminars – webinars		
	Total Lecture Hours	30 hours
Text Book(s)		
1	Shanmugam, S. V. (1971). <i>Dravidian nouns</i> . Annamalai University.	
2	Subrahmanyam, P. S. (1970). <i>Dravidian verb morphology</i> . Annamalai University.	
3	Caldwell, R. (1961). <i>A comparative grammar of the Dravidian or South-Indian family of languages</i> (3rd ed.). University of Madras.	
Reference Books		
1	Emeneau, M. B. (1994). <i>Dravidian studies: Selected papers</i> . Motilal Banarsidass.	
2	Zvelebil, K. V. (1990). <i>Dravidian linguistics: An introduction</i> . Pondicherry Institute of Linguistics and Culture.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://www.britannica.com/topic/Dravidian-languages	
2	https://www.britannica.com/topic/Dravidian-languages/Grammatical-features-and-changes	
3	https://www.jstor.org/stable/603302?origin=crossref&seq=1#metadata_info_tab_contents	
Course Designed By: Dr. S. SUNDARABALU, sundarabalu@buc.edu.in		

Course code	LINGS04	LANGUAGE FOR SPECIAL PURPOSE	L	T	P	C
Supportive						2
Pre-requisite		Knowledge in Use of Language in Different Domains	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To make the students learn various styles of communication used in business and technical domains						
2. To create awareness among the students on language maintenance and language planning						
3. To ascertain the language modernization and standardization in academic and social domains						
4. To teach the students on lexical enrichment and corpus collection						
5. To make the students understand the various techniques used in testing and evaluation of language in science and social disciplines						
6. To teach techniques and strategies of communication employed in business trade, commerce, medicine, engineering, online and social domains.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Recall the stylistics of language used in various domains					K1
2	Understand the various methods of employing linguistic features in different communicative domains					K2
3	Technical and practical knowledge obtained through the study can be applied in professional fields					K3
4	Collect the various corpus related to language domains and analyze them in terms of its use and usage					K4
5	Test and evaluate the language being used in various contexts					K5
6	Create a new variety in communication by making use of the knowledge gained through the study					K6
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1						
LANGUAGE FOR SPECIAL PURPOSE			10 – hours			
Introduction to Language for Special purpose – Language use in various domains – Science & technology – Medicine, Business - Translation – Language Assessment, Research, communication – Teaching, Language for specific purpose – Methodological perspectives.						
Unit:2						
MODIFYING LANGUAGES FOR SPECIAL PURPOSE			10 – hours			
Techniques of Promoting a Language for use in Science – Language Enrich Mention Status and Corpus Planning – Language – Modernization and Standardization.						

Unit:3		TECHNICAL TERMS	8 – hours
Lexical Enrichment and Development of Language – Technical Terms and their Formation.			
Unit:4		CONTEMPORARY ISSUES	2 -- hours
Expert lectures, online seminars – webinars			
		Total Lecture Hours	30 hours
Text Book(s)			
1	Humbley, J., Budin, G., & Laurén, C. (Eds.). (2018). <i>Languages for special purposes: An international handbook</i> . Walter de Gruyter.		
2	Trace, J., Hudson, T., & Brown, J. D. (2015). <i>Developing courses in languages for specific purposes</i> . National Foreign Language Resource Center, University of Hawai‘i at Mānoa.		
3	Garzone, G. E., Heaney, D., & Riboni, G. (Eds.). (2017). <i>Language for specific purposes: Research and translation across cultures and media</i> . Cambridge Scholars Publishing.		
4	Pace, M. (2021). <i>Teaching languages for specific purposes: Perceptions, methodological perspectives, practical issues and challenges</i> . Cambridge Scholars Publishing.		
Reference Books			
1	Humbley, J., Budin, G., & Laurén, C. (Eds.). (2018). <i>Languages for special purposes: An international handbook</i> . De Gruyter Mouton.		
2	Gollin-Kies, S., Hall, D. R., & Moore, S. H. (2015). <i>Language for specific purposes</i> . Palgrave Macmillan.		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	https://nobaproject.com/modules/language-and-language-use		
2	https://core.ac.uk/download/pdf/32300318.pdf		
3	https://shodhganga.inflibnet.ac.in/bitstream/10603/14046/9/09_chapter%201.pdf		
4	https://books.google.co.in/books?id=aQd2DwAAQBAJ&pg=PR3&source=gbs_selected_pages&cad=2#v=onepage&q&f=false		
5	https://www.cambridgescholars.com/download/sample/59361		
6	https://www.britannica.com/topic/modernization		
7	https://www.britannica.com/topic/language/Lexical-meaning		
8	http://14.139.13.47:8080/jspui/bitstream/10603/102390/10/10_chapter%205.pdf		
9	https://www.sas.upenn.edu/~haroldfs/messeas/grammar/node5.html		
Course Designed By: Dr. V.M. SUBRAMANIAN , subramanian@buc.edu.in			

Course code	LINGS05	DICTIONARY MAKING	L	T	P	C
Supportive						2
Pre-requisite		Knowledge in Grammatical and Lexical Notions of Words	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To impart the linguistics skills of dictionary making						
2. To introduce the concepts and relationship among the words						
3. To take the students understand the various types of dictionaries						
4. To create the students with the knowledge of the basics of lexical identification and collection						
5. To ascertain the linguistic knowledge of lexical items used in dictionary making						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Recognize the central designing issues in various types of lexicography					K1
2	Understand the technical use of software for dictionary making					K2
3	Apply lexicographic techniques in the formulation of dictionary definition for English and other languages					K3
4	Analyze the lexical entries related to semantics, grammar, sociolinguistics and broader encyclopedic knowledge					K4
5	Do researches on the futuristic developments of lexicography					K5
6	Create dictionaries in monolingual and multilingual levels by employing lexicographic knowledge					K6
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1	FORMAL ASPECTS OF LINGUISTIC VARIATION				10 – hours	
Introduction – Lexicology and Lexicography – Lexical and Grammatical Meaning – Homonymy Antonym – Synonymy – Homograph – Semantically Related – Words –Polysemy. Formal Variation – Paradigm – Canonical Form – Lexical Unit – Variation in Language – Dialect Standard –Diglossia– Linguistic Change – Place of these aspects in Dictionary Making.						
Unit:2	TYPES OF DICTIONARIES				10 – hours	
Criteria of Classification –Encyclopedia vs. Linguistic, Synchronic vs. Diachronic – General vs. Restricted – Monolingual vs. Bi/ Multi Lingual Dictionaries – Dictionary vs. Thesaurus – Learner’s Dictionary – Size: Small, Medium, Big etc. Presentation, Alphabetical – Conceptual.						
Unit:3	LEXICOGRAPHICAL METHOD				8 – hours	

Basic Design – Collection of Material – Selection of Entries – Construction of Entries – Lemma – Representation of Pronunciation – Grammatical Category – Special Problems of Bilingual and Multilingual Dictionaries – Lexical Equivalents – Translation etc.		
Unit:4	CONTEMPORARY ISSUES	2 -- hours
Expert lectures, online seminars – webinars		
	Total Lecture Hours	30 hours
Text Book(s)		
1	Hartmann, R. R. K. (1983). <i>Principles of lexicography</i> . Academic Press.	
2	Singh, R. A. (1980). <i>An introduction to lexicography</i> . Central Institute of Indian Languages.	
Reference Books		
1	Zgusta, L. (1971). <i>Manual of lexicography</i> . Mouton.	
2	Jeyadevan. (1981). <i>Akarāṭiyiyal vaḷarcci varalāru</i> . Ayntinaippathippagam.	
3	Rajasekharan Nair, N., Raja, S., & Sundarabalu, S. (2022). <i>Tamizh veeḷāṇ kalaiccor̥kaḷin vaṭṭāra vērūpāṭṭu akarāṭi</i> . Kalachuvadu Publications.	
4	Sundarabalu, S., & Vijayan, N. (Eds.). (2021). <i>A meaning centric tool for making thesaurus in tribal languages</i> . Department of Linguistics, Bharathiar University.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	http://www.ciil-ebooks.net/html/lexico/link4.htm	
2	http://martinweisser.org/courses/intro/lexico.html	
3	https://www.thoughtco.com/synchronic-linguistics-1692015	
4	https://www.sciencedirect.com/topics/engineering/lexicographic-method	
5	https://www.academia.edu/35658336/The Construction of Entries in The Alphabetical Dictionary 1668 John Wilkins and William Lloyd	
Course Designed By: Dr. S. SUNDARABALU, sundarabalu@buc.edu.in		

Course code	LINGS06	INTRODUCTION TO LANGUAGE TEACHING METHODS	L	T	P	C
Supportive						2
Pre-requisite		Studied Second/Foreign Language during the Under Graduate Program	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. To understand the basics of teaching second or foreign languages from the linguistics and language acquisition research perspectives						
2. To introduce the various methods of language teaching						
3. To Introduce the various teaching learning tools and aids to the students						
4. To enhance the knowledge of testing and evaluation in the context of language teaching and learning						
5. To familiarize with various computer assisted language teaching and learning activities						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Students can understand the language acquisition and learning process in various domains					K1
2	Students can learn and identify various methods and approaches of language teaching					K2
3	Understand the use of various teaching aids and tools in teaching methods					K3
4	Can identify the suitable language testing and evaluation method for learners					K4
5	Students can employ computer aided sources and use online contents in teaching					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate						
Unit:1	Language Teaching and Learning				10 -- hours	
Learning, Acquisition, Learning and Teaching - Socio-Cultural Setting, Problems and Methods in First and Second Language Teaching - Approaches to Language Learning: Behavioristic and Mentalist Approaches to Language Learning - Teaching Language Structure and Communicative Teaching-Language Teaching Methods. Online classrooms-Online applications.						
Unit:2	Language Teaching Tools and Error Analysis				10 -- hours	
Various Teaching Aids: Charts, Maps and Models Flash Cards, Slide Projector, Gramophone Records, Tape Recorder, Film Strips and Projector Teaching Machines, T.V. Language Laboratory, Computer - Their Role in Language Teaching and Learning. Error and Mistake - Error Analysis and its use - Significance of Learner's Errors – Steps in Error Analysis - Sources of Errors - Ways and Means to Overcome the Errors.						
Unit:3	Language Testing				8 -- hours	

Principles and Methods of Language Testing - Concepts of Language Testing - Types of Tests - Aptitude, Diagnostic, Prognostic, Achievement and Proficiency - Reliability and Validity of Tests.		
Unit:4	CONTEMPORARY ISSUES	2 -- hours
Students can observe a live classroom teaching in an organization and can interact with the students and teachers. Assignments can be done on teaching methods, theories and approaches adopted in teaching and learning, syllabus design, teaching materials and tools adopted in the curriculum system.		
	Total Lecture Hours	30 -- hours
Text Book(s)		
1	Brown, H. D., & Abeywickrama, P. (2010). <i>Language assessment: Principles and classroom practice</i> . Pearson Education.	
2	Brown, H. D. (1987). <i>Principles of language learning and teaching</i> . Prentice Hall.	
3	Fulcher, G., & Davidson, F. (2007). <i>Language testing and assessment: An advanced resource book</i> . Routledge.	
4	Corder, S. P. (1987). <i>Error analysis and interlanguage</i> . Oxford University Press.	
5	Richards, J. C., & Rodgers, T. S. (1986). <i>Approaches and methods in language teaching</i> . Cambridge University Press.	
6	Subramanian, V. M. (2020). <i>Language teaching and testing mechanics</i> (1st ed.). Notion Press.	
Reference Book(s)		
1	Brumfit, C. (1984). <i>Communicative methodology in language teaching</i> . Cambridge University Press.	
2	Bygate, M. (2009). Teaching and testing speaking. In M. H. Long & C. J. Doughty (Eds.), <i>The handbook of language teaching</i> (pp. 412–440). Wiley-Blackwell.	
3	Klein, E. C., & Martohardjono, G. (Eds.). (1998). <i>The development of second language grammar: A generative approach</i> . John Benjamins Publishing Company.	
4	Odlin, T. (1989). <i>Language transfer: Cross-linguistic influence in language learning</i> . Cambridge University Press.	
5	Lado, R. (1961). <i>Language testing: The construction and use of foreign language tests</i> . McGraw-Hill.	
6	Stern, H. H. (2001). <i>Fundamental concepts of language teaching</i> (11th impression). Oxford University Press.	
7	Willems, D., Defrancq, B., Coleman, T., & Noël, D. (2003). <i>Contrastive analysis in language: Identifying linguistic units of comparison</i> . Palgrave Macmillan.	
Course Designed By: Dr. V.M. SUBRAMANIAN, Subramanian@buc.edu.in		

Course code	LINGS07	BASICS OF FORENSIC LINGUISTICS	L	T	P	C
Supportive						2
Pre-requisite		Knowledge in Language and Forensic Studies	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. Understanding the importance and role of Forensic Linguistics. 2. Know the Language use in Legalese 3. Help the students to know & understand how language is used as Evidence. 4. Know the principles involved in analysing of case studies from judicial system 5. Know the techniques of analysing written & spoken forms of language						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the role and techniques of Forensic Linguistics					K1
2	Understand the procedures for collecting data from Police and judicial systems					K2
3	Apply the principles of collecting data for the Forensic Linguistic					K3
4	Analyzing the data using Forensic Linguistics principles and suggest ways to help police and judicial system					K4
5	Evaluate the principle while collecting data from cases under study.					K5
6	Create Linguistics Evidences for the cases undertaken					K6
K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create						
Unit:1						
INTRODUCTION			10 -- hours			
Definition and scope of forensic linguistics – Historical development of the field – Key contribution and contributors and landmark cases – The role of linguists in legal settings – Areas of research – Language and the Law: Characteristics of legal language (legalese), Syntax and semantics in legalese, Ambiguity and vagueness in legal texts.						
Unit:2						
EVIDENCES IN LANGUAGE			10 – hours			
Disputed Texts: Common patterns, Emotional language, Structure, Linguistic markers of deception or fabrication – Confessions and Statements – Cybercrime and Language in the Digital Age: Analysing texts in online scams, fraud, phishing, etc.						
Unit:3						
AUTHORSHIP ATTRIBUTION AND SPEAKER IDENTIFICATION			8 – hours			
What makes your writing unique? – Stylistic analysis and idiolect – Linguistic features used in						

authorship attribution – Forensic Phonetics: Speakers Profiling, Speaker Comparison – Case studies.		
Unit:4	CONTEMPORARY ISSUES	2 – hours
Experts lectures, online seminars – webinars		
	Total Lecture Hours	30 hours
Text Book(s)		
1	Olsson, J. (2004). <i>An introduction to language, crime and the law</i> . Continuum.	
2	Coulthard, M., & Johnson, A. (2007). <i>An introduction to forensic linguistics: Language in evidence</i> . Routledge.	
3	Gibbons, J. (2004). <i>Language and the law</i> . Longman.	
Reference Books		
1	Coulthard, M., & Johnson, A. (Eds.). (2010). <i>The Routledge handbook of forensic linguistics</i> . Routledge.	
2	Coulthard, M., & Sarangi, S. (2000). <i>Discourse and social life</i> . Longman.	
3	McMenamin, G. R. (2002). <i>Forensic linguistics: Advances in forensic stylistics</i> . CRC Press.	
4	Shuy, R. W. (2008). <i>Fighting over words: Language and civil law cases</i> . Oxford University Press.	
5	Biber, D., Conrad, S., & Reppen, R. (2006). <i>Corpus linguistics: Investigating language structure and use</i> . Cambridge University Press.	
6	Thirumalai, M. S. (1987). <i>Silent talk: Nonverbal communication</i> .	
7	Gee, J. P., & Handford, M. (Eds.). (2013). <i>The Routledge handbook of discourse analysis</i> . Routledge.	
8	Givens, D. (2013). <i>Crime signals: How to spot a criminal before you become a victim</i> . St. Martin’s Press.	
9	Coulthard, M., May, A., & Sousa-Silva, R. (Eds.). (2021). <i>The Routledge handbook of forensic linguistics</i> (2nd ed.). Routledge.	
10	Shuy, R. W. (1998). <i>The language of confession, interrogation, and deception</i> . SAGE Publications.	
11	Thackery, E., & Harris, M. (2003). <i>The Gale encyclopedia of mental disorders: A–L</i> . Gale Cengage.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://www.youtube.com/watch?v=ZuYZ0dzR2Ck	
2	https://www.goodreads.com/book/show/6478439-wordcrime?	

3	https://www.goodreads.com/book/show/51882879-forensic-linguistics-articles?
4	https://www.researchgate.net/publication/314426867 Forensic Linguistics An Overview of the Intersection and Interaction of Language and Law
Course Designed By: Dr. N. VIJAYAN , vijayan@buc.edu.in	

**Clarification for offering Job-oriented Certificate courses
and Value Added courses.**

Course	: <u>Certificate course</u>
Period	: 3 – 6 Months.
Number of hours	: 45-60 Hours.
Credits	: A minimum of 1 credit for five hours may be allotted. So, minimum of (45 hours) to 12 (60 Hours) credits may be given,
Ideal Days online,	: Saturdays, since, it is in association with Industries. If it is online, it is the choice of faculty member and student.

Course	: <u>Value Added courses</u>
Number of hours Evaluation)	: 40 Hours. (As per NAAC requirement inclusive of
Credits	: 4 Credits (100 Marks) (1 Credit for 10 Hours)
Ideal Days	: 1 st week of December or January in every Academic year. 1. Immediately after the completion of Odd Semester Examination. 2. In the beginning of Odd Semester for the 2 nd year students.

Implementation of Outcome based Education and issuance of Certificate and credit allotment for value added course and certificate courses:

1. Both Value-added and certificate courses are non-scholastic courses. Hence, the credits earned will be add-on Credits.
2. The certificate for successful completion of the courses will be issued by the Controller of Examinations based on the mark statements received from the respective departments.
3. The credits earned from these courses will be mentioned in the bottom of the consolidated mark statements with a note to refer the certificate for complete details.
4. It is decided to give the responsibility to the respective departments for conduct of the examination and send the final mark statements with credits allotment to the Controller of Examinations office.
5. A Minimum cost of Rs.100/- for each certificate will be collected from the students by the Controller of Examination office.

CERTIFICATE COURSES

PROFESSIONAL WRITING	
Certificate Course	
Name of the Department	LINGUISTICS
Name of the Faculty Member i/c With Complete Address with Phone and e-mail	Dr. N. VIJAYAN, Assistant Professor Department of Linguistics, Bharathiar University Coimbatore-46. Ph.no. 9731753413 e-mail. vijayan@buc.edu.in
Inter / Intra Department Course	M.A Linguistics
Duration of the Course	3-6
Eligibility	Any Degree
Number of Candidates to be Admitted	20
Mode of the Course	Regular / Online / Both Regular and Online
Collaboration if any with Companies (if Yes, Full Address of the Company Address , Name of the Contact Person, Phone, e-mail etc.)	NIL
Registration Procedure	NIL
Job Opportunities:	
1. Writing for Mass media	
2. Scientific writing for companies and products	
The Objectives of the Course are:	
The main objectives of this course are to:	
1	To write effectively about a variety of professional, technical, and scientific texts, both print and online.
2	To establish the role of rhetoric in the production, reception, and transmission of professional texts, in professional fields.
3	To use computer technologies necessary to communicate, research, design, and publish texts.
4	To identify and use professional writing strategies for the production of professional documents and researches.
5	To develop strategies on writing, memos, instruction, reports, drafting and revision that meet the needs of contemporary professional requirements.
6	To work with others to improve their writing and produce texts and presentations.
7	To understand ethical considerations involved in writing and testing the writing of presentations and documents.
Course Content	Lecture / Practical / Project / Internship

Module 1	Professional Writing: Definition: - Need and importance - scope-purpose-audience, code of conduct and standards of practice.	4 hours
Module 2	Writing Mechanics and Components- punctuations – spelling - grammar - syntax- rhetoric, Various types of Styles; Literary-Functional –Professional.	4 hours
Module 3	Structuring effective discourse Pattern: coherence-cohesion-competence-performance, Emphasize on Information - sentence length-focus on subject, verb, structure, modified.	4 hours
Module 4	Right words and Phrases: appropriateness and formality - clear and specific- concise- inoffensive language Unit-IV– Application of Writing.	4 hours
Module 5	Technical Writing for career: resume- application- appointment- promotion, Official writing: e-mails- texts- memos and letters	4 hours
Module 6	Academic writing: technical reports-proposals- progress reports- project writing, Journal media and feature writing: greetings- blogs-columns-feature writing-critics.	4 hours
Module 7	Technical Reports: formal and informal- style and tone of proposal and progress report	4 hours
Module 8	Publishing: duplicate publication - reporting results from large studies -Policies for data sharing - Fast tracking and early releases - e-journals & e-letters -Net prints - Citations index - Impact factors.	4 hours
Module 9	Writing ethics: Plagiarism and theft of intellectual properties.	4 hours
Module 10	Revising and Editing: Revising- substantive editing-copy editing-proofreading- copy editing symbols-Tran cultural editing.	4 hours
Book(s) for Study		
1	Lindsay, D. (2011). <i>Scientific writing = Thinking in words</i> . CSIRO Publishing.	
2	Garrison, B. (2009). <i>Professional feature writing</i> . Routledge.	
Book(s) for reference		
1	Johnson-Eilola, J., & Selber, S. A. (2013). Solving problems in technical communication. <i>IEEE Transactions on Professional Communication</i> , 56(3), 256–259.	

2	Johnson-Sheehan, R. (2005). <i>Technical communication today</i> . Pearson Longman.
3	Markel, M. (2012). <i>Technical communication</i> (10th ed.). Bedford/St. Martin's.
4	Peat, J., Elliot, E., Baur, L., & Keena, V. (2002). <i>Scientific writing easy when you know how</i> . BMJ Books.
5	Saleh, N. (2013). <i>The complete guide to article writing: How to write successful articles for online and print markets</i> . Penguin Books.
6	Tebeaux, E., & Dragga, S. (2010). <i>The essentials of technical communication</i> . Oxford University Press.
Related Online Contents	
1	Your Guide to Professional Resumes and Letter Writing (2017-2018) www.uu.edu/studentlife/vocatio-center , vocatiocenter@uu.edu
2	https://www.google.com/search?q=Technical+Writing+for+career&rlz=1C1GIWA_enIN710IN710&oq=Technical+Writing+for+career&aqs=chrome..69i57j0l7.790j0j1&sourceid=chrome&ie=UTF-8
3	https://grammar.yourdictionary.com/word-definitions/definition-of-academic-writing.html
4	https://medium.com/technical-writing-is-easy/what-is-technical-writing-report-fbacc5d4b74
5	https://ecampusontario.pressbooks.pub/profcommsontario/chapter/ethical-guidelines-for-writing/
6	https://saylordotorg.github.io/text_business-english-for-success/s11-04-revising-and-editing.html

TRIBAL STUDIES		
Certificate Course		
Name of the Department		LINGUISTICS
Name of the Faculty Member i/c With Complete Address with Phone and e-mail		Dr. P. SANKARGANESH, Assistant Professor Department of Linguistics, Bharathiar University Coimbatore-46. Ph.no . 9095509152 e-mail: sankarganesh@buc.edu.in
Inter / Intra Department Course		Department of Linguistics
Duration of the Course		3-6
Eligibility		Any Degree
Number of Candidates to be Admitted		20
Registration Procedure		Regular / Online / Both Regular and Online
Collaboration if any with Companies (if Yes, Full Address of the Company Address , Name of the Contact Person, Phone, e-mail etc.)		NIL
Job Opportunities:		
1. Central institute of Indian languages		
2. Endangered language documentation projects		
3. Tamil Nadu thlkudi project		
4. Mother tongue survey of India		
5. Tribal Research Centre, Ooty		
The objectives of the Course are:		
The main objectives of this course are to:		
1	To know the basic knowledge of tribes and their present life.	
2	To understand the nature of tribal people in socio-linguistics perspectives.	
3	To understand the tribal people’s lifestyle in terms of their culture, tradition present condition.	
4	To Study their education and professional status.	
5	To study their indigenous language.	
6	To study communication patterns.	
Course Content		Lecture / Practical / Project / Internship
Module 1	Introduction to Tribal Studies - Definition of Tribes-Tribal area and linguistic classification-Conceptual History- Categories and Classification of Tribes-Ethnicity.	4 hours

Module 2	Tribal way of life-professional and occupational tradition.	4 hours
Module 3	Tribal studies in India-Tribal people of Tamil Nadu in general and Nilgiris/western Ghats in particular.	4 hours
Module 4	Tribal culture and Characteristics Features- Definition of culture-tribal cultural traits and -characteristics	4 hours
Module 5	Festival, food habits, living style, social order, cultural and religious faiths- beliefs- behaviors – customs-etiquettes-performing arts, etc.	4 hours
Module 6	Maintenance of tribal culture present cultural status (like shift, convergence)	4 hours
Module 7	Language status and maintenance - Indigenous languages- Identity of tribal languages in the Western Ghats.	4 hours
Module 8	Tribal language policies-status-endangerment-preservation of tribal language.	4 hours
Module 9	Tribal communication-inter and intra language levels Tribal Bilingualism, Tribal study.	4 hours
Module 10	Field research (Both cultural and Linguistics) – Tribal Language and Culture documentation.	4 hours
Book(s) for Study		
1	Abbi, A. (Ed.). (1997). <i>Languages of tribal and other indigenous people of India: The ethnic space</i> . Motilal Banarsidass.	
2	Karunakaran, K., & Handoo, J. (Eds.). <i>Folklore of India</i> . Bharathiar University.	
Book(s) for reference		
1	Parthasarathy, J. <i>Tribes: Inter-ethnic relationships in the Nilgiris</i> .	
2	Singh, K. S. (1985). <i>Tribal society in India</i> . Manohar Publications.	
3	Shanmugam, C., & Thayalan, V. <i>Tribal studies in the Western Ghats</i> . Bharathiar University.	
4	Thurston, E. (1909). <i>Castes and tribes of southern India</i> (Vol. 3). Government Press.	
5	Sundarabalu, S., & Vijayan, N. (Eds.). (2021). <i>A meaning centric tool for making thesaurus in tribal languages</i> . Department of Linguistics, Bharathiar University.	
Related Online Contents		
1	https://www.youtube.com/watch?v=VN6qjVCsfdc	
2	https://www.youtube.com/watch?v=XTuZoi2voag	
3	https://www.youtube.com/watch?v=Sry7a4Bs01g	
4	https://www.youtube.com/watch?v=BPuDF5Df-D0	

5	https://www.youtube.com/watch?v=eJx8U8lFETY
6	https://www.youtube.com/watch?v=MpOjYhlpHJA
7	https://indiantribalheritage.org/?p=6039
8	https://www.wordsinthebucket.com/indian-tribal-languages-1

TEACHING ENGLISH AS SECOND LANGUAGE		
Certificate Course		
Name of the Department		LINGUISTICS
Name of the Faculty Member i/c With Complete Address with Phone and e-mail		Dr. V.M. SUBRAMANIAN,Associate Professor Department of Linguistics, Bharathiar University Coimbatore-46. Ph.no 9047179903 e-mail: subramanian@buc.edu.in
Inter / Intra Department Course		Department of Linguistics
Duration of the Course		6-9
Eligibility		Any Degree
Number of Candidates to be Admitted		20
Registration Procedure		Regular / Online / Both Regular and Online
Collaboration if any with Companies (if Yes, Full Address of the Company Address , Name of the Contact Person, Phone, e-mail etc.)		NIL
Job Opportunities:		
This course is designed to provide useful insists on Teaching English Language at various levels		
The objectives of the Course are:		
The main objectives of this course are to:		
1	Provide professional skills related to Teaching English Language	
2	Focusing on Flawless language use in classroom	
3	Provide training on spoken and written froms of language	
4	Introduce various English language teaching methods for Testing and Assessment	
5	Introduce technical strategies to language Teaching and Planning	
Course Content		Lecture / Practical / Project / Internship
Module 1	Introduction to English Language Teaching - English Language Teaching in Various contexts-Introductions to TESL-Learning objectives and styles	8 hours
Module 2	English Language Study - Parts of Speech, Parts of a Sentence, Nouns, Pronouns, Adjectives, Determiners and Articles, Adverbs, Verbs, Conjunctions, Prepositions, Tenses, Teaching grammar.	8 hours
Module 3	Phonology - Introduction to Phonology, Introduction to Phonemes, Organs of Speech, Vowels, diphthongs and	8 hours

	triphthongs, Consonants, Sentence Stress, Intonation, Teaching pronunciation	
Module 4	Methods and Theories of TESL - Approaches to language teaching, the communicative approach, integrated language teaching, teaching skills – listening, speaking, reading, writing, grammar-teaching vocabulary	8 hours
Module 5	Assessment and Classroom Management - Error Analysis-classroom management-using reliable and authentic materials-testing and assessment	8 hours
Book(s) for reference		
1	Alderson, J. C., & Urquhart, A. H. (1984). <i>Reading in a foreign language</i> . Longman.	
2	Vandergrift, L. (2007). Barriers to acquiring listening strategies for EFL learners and their pedagogical implications. <i>TESL-EJ</i> , 11(2). http://tesl-ej.org/ej32/a2.html	
3	Brown, G., & Yule, G. (1983). <i>Teaching the spoken language: An approach based on the analysis of conversational English</i> . Cambridge University Press.	
4	Brown, H. D. (2014). <i>Principles of language learning and teaching: A course in second language acquisition</i> (6th ed.). Pearson Education.	
5	Carter, R., McCarthy, M., & Channell, J. (2013). <i>Vocabulary and language teaching</i> . Routledge.	
6	Carter, R. (1987). <i>Vocabulary: Applied linguistic perspectives</i> . Allen & Unwin.	
7	Dörnyei, Z. (1998). Motivation in second and foreign language learning. <i>Language Teaching</i> , 31(3), 117–135. https://doi.org/10.1017/S026144480001315X	
8	Ellis, R. (2005). Principles of instructed language learning. <i>System</i> , 33(2), 209–224. https://doi.org/10.1016/j.system.2004.12.006	
9	Flowerdew, J., & Miller, L. (2005). <i>Second language listening: Theory and practice</i> . Cambridge University Press.	
10	Gerngross, G. (2007). <i>Teaching grammar creatively</i> . Cambridge University Press.	
11	Gibson, S. (2008). Reading aloud: A useful learning tool? <i>ELT Journal</i> , 62(1), 29–36. https://doi.org/10.1093/elt/ccm075	
12	Gilmore, A. (2009). Using online corpora to develop students' writing skills. <i>ELT Journal</i> , 63(4), 363–372. https://doi.org/10.1093/elt/ccn056	
13	Harmer, J. (2015). <i>The practice of English language teaching</i> (5th ed.). Pearson Education.	
14	Harmer, J. (2004). <i>How to teach writing</i> . Longman.	

15	Hinkel, E. (Ed.). (2011). <i>Handbook of research in second language teaching and learning</i> (Vol. 2). Routledge.
16	Koda, K. (2005). <i>Insights into second language reading: A cross-linguistic approach</i> . Cambridge University Press.
17	Lewis, M. (2002). <i>The lexical approach: The state of ELT and a way forward</i> . Thomson Heinle.
18	Lynch, T. (2007). Learning from the transcripts of an oral communication task. <i>ELT Journal</i> , 61(4), 311–320. https://doi.org/10.1093/elt/ccm050
19	Lynch, T. (2009). <i>Teaching second language listening</i> . Oxford University Press.
20	Nation, I. S. P. (2001). <i>Learning vocabulary in another language</i> . Cambridge University Press.
21	Nunan, D. (1995). <i>Language teaching methodology: A textbook for teachers</i> . Phoenix ELT.
22	Paran, A. (2012). Language skills: Questions for teaching and learning. <i>ELT Journal</i> , 66(4), 450–458. https://doi.org/10.1093/elt/ccs045
23	Richards, J. C., & Lockhart, C. (1996). <i>Reflective teaching in second language classrooms</i> . Cambridge University Press.
24	Richards, J. C., & Rodgers, T. S. (2001). <i>Approaches and methods in language teaching</i> (2nd ed.). Cambridge University Press.
25	Scrivener, J. (2011). <i>Learning teaching: The essential guide to English language teaching</i> (3rd ed.). Macmillan Education.
26	Swan, M. (1985). A critical look at the communicative approach (1). <i>ELT Journal</i> , 39(1), 2–12. https://doi.org/10.1093/elt/39.1.2
27	Subramanian, V. M. (2020). <i>Language teaching and testing mechanics</i> (1st ed.). Notion Press.
28	Thornbury, S. (2005). <i>How to teach speaking</i> . Pearson Education.
29	Tudor, I. (2001). <i>The dynamics of the language classroom</i> . Cambridge University Press.
30	Ur, P. (1996). <i>A course in language teaching: Practice and theory</i> . Cambridge University Press.
Web sources	
1	A Task-based approach Teaching English British Council BBC (no date). Available at: http://www.teachingenglish.org.uk/articles/a-task-based-approach .

JOB- ORIENTED COURSES

CORPUS LINGUISTICS		
Job Oriented Course		
Name of the Department		LINGUISTICS
Name of the Faculty Member i/c With Complete Address with Phone and e-mail		Dr. N. VIJAYAN, Assistant Professor Department of Linguistics, Bharathiar University Coimbatore-46. Ph.no .9731753413 e-mail: vijayan@buc.edu.in
Inter / Intra Department Course		M.A Linguistics
Duration of the Course		3-6
Eligibility		Any Degree
Number of Candidates to be Admitted		20
Mode of the Course		Regular / Online / Both Regular and Online
Collaboration if any with Companies (if Yes, Full Address of the Company Address , Name of the Contact Person, Phone, e-mail etc.)		NIL
Registration Procedure		NIL
Job Opportunities:		
1. Computational Linguist - Works on AI, machine translation, chatbots, speech recognition, and natural language processing.		
2. Corpus Linguist / Language Researcher - Builds and analyzes language corpora for research, dictionary making, language documentation, discourse studies, and language teaching materials.		
3. Lexicographer - Develops dictionaries, thesauri, terminology databases, and learner resources using real-life language data collected from corpora.		
The objectives of the Course are:		
The main objectives of this course are to:		
1	To know about scope of Linguistics	
2	To understand the basic components of corpus Linguistics	
3	To encourage to the students needs and important of Corpus Linguistics	
4	To give awareness of corpus linguistics among the students	
5	To develop corpus application and use language technology	
Course Content		Lecture / Practical / Project / Internship
Module 1	Introduction to Corpus Linguistics - Definitions and scope of Corpus Linguistics — Relations between Linguistics and Corpus Linguistics — Early research works using language corpora.	4 hours

Module 2	Corpus-based linguistics and corpus-driven linguistics — contributions of corpora as empirical supports— Definitions and types of corpus — Salient features of corpus.	4 hours
Module 3	Corpus storage processes — normalization of texts in corpus — copyrights of corpus— distribution and dissemination of corpus —limitations of corpus.	4 hours
Module 4	Corpus Collection and Classification Methods: Corpus designing principles — Corpus compilation methodologies — text corpus generation — speech corpus generation — technical issues in corpus generation.	4 hours
Module 5	Typology of corpora — classifications of corpora— corpus processing techniques — Statistical analysis of corpus data (frequency distributions; correlations, variability, significance testing, introduction to SPSS&R-Programming) — concordance — collocation — keyword distribution search — tokenization — stemming — lemmatization — named entity recognition — multiword units recognition — chunking — software used in corpus analysis.	4 hours
Module 6	Theoretical Models and future perspectives of Language Technology Growth of corpus from 1950 till date — comparing generative linguistics and corpus linguistics — empirical methods in corpus analysis.	4 hours
Module 7	Corpus in Natural Language Processing— corpus in Language Technology — corpus in Artificial Intelligence — corpus in Information Technology — corpus in Machine Translation — corpus in Speech Technology — corpus in Educational Technology — corpus and Digital Humanities— corpora in grammar, semantics, language teaching, psycholinguistics, sociolinguistics, lexicography, discourse, pragmatics, stylistics	4 hours
Module 8	Corpus Annotation and Creation of big data, Scope and opportunities of Corpus Linguistics Studies: Corpus Annotation — needs of annotation — Metadata generation — speech corpus annotation –written text corpus annotation — multimodal corpus annotation — annotation standards (TEI, EAGLES, CLAWS, LAF.	4 hours
Module 9	Types of annotation — challenges in annotation — reference to some big annotated corpora — application of annotated corpora in Language Technology, Artificial Intelligence, Machine Translation, Linguistics and other domains — software and demonstration — application of software and	4 hours

	tools on corpora.	
Module 10	Survey of Existing Corpora and Applications: Reference to existing corpora & Web resources— Brown Corpus— LOB (Lancaster-Oslo-Bergen) Corpus — Survey of English Usage — British National Corpus — American National Corpus — Australian Corpus of English — Kolhapur Corpus of Indian English —Bank of English — Penn Treebank— Linguistic Data Consortium — Oxford Text Archive — TDIL Corpus of Indian Languages — Indian Languages Corpora Initiative (ILCI) —Corpora in other foreign languages— applications of corpora in linguistics and language technology	4 hours
Book(s) for Study		
1	Aston, G. (Ed.). (2001). <i>Learning with corpora</i> . Athelstan.	
2	Baayen, R. H. (2008). <i>Analyzing linguistic data: A practical introduction to statistics using R</i> . Cambridge University Press.	
Book(s) for reference		
1	Dash, N. S. (2005). <i>Corpus linguistics and language technology: With reference to Indian languages</i> . Mittal Publications.	
2	Dash, N. S., & Ramamoorthy, L. (2019). <i>Utility and application of language corpora</i> . Springer Nature.	
3	Hyland, K., Meng Huat, C., & Handford, M. (2012). <i>Corpus applications in applied linguistics</i> . Bloomsbury Academic.	
4	Kennedy, G. (1998). <i>An introduction to corpus linguistics</i> . Addison Wesley Longman.	
5	McEnery, T., & Wilson, A. (2001). <i>Corpus linguistics</i> (2nd ed.). Edinburgh University Press.	
6	McEnery, T., & Hardie, A. (2011). <i>Corpus linguistics: Method, theory and practice</i> . Cambridge University Press.	
7	Kawaguchi, Y., Minegishi, M., & Durand, J. (Eds.). (2009). <i>Corpus analysis and variation in linguistics</i> . John Benjamins Publishing Company.	
Related Online Contents		
1	http://www.sfs.uni-tuebingen.de/~kuebler/rocoli/intro_corp_ling.pdf	
2	https://www.academia.edu/5709404/Corpus_Collection_Methodology x	
3	https://en.wikipedia.org/wiki/Corpus_linguistics	
4	https://www.researchgate.net/publication/334399617_Choosing_the_Right_Storage_Solution_for_the_Corpus_Management_System_Analytical_Overview_and_Experiments	

5	<u>https://www.researchgate.net/publication/316910873 Approaches to Corpora Classification in Modern Corpus Linguistics</u>
6	<u>http://cysouw.de/home/presentations_files/cysouwCORPORA_slides.pdf</u>

CLINICAL LINGUISTICS		
Job Oriented Course		
Name of the Department		LINGUISTICS
Name of the Faculty Member i/c With Complete Address with Phone and e-mail		Dr. S. SUNDARABALU, Associate Professor Department of Linguistics, Bharathiar University Coimbatore-46. Ph.no 9715769995 e-mail: sundarabalu@buc.edu.in
Inter / Intra Department Course		M.A Linguistics
Duration of the Course		3-6
Eligibility		Any Degree
Number of Candidates to be Admitted		20
Mode of the Course		Regular / Online / Both Regular and Online
Collaboration if any with Companies (if Yes, Full Address of the Company Address , Name of the Contact Person, Phone, e-mail etc.)		NIL
Registration Procedure		NIL
Job Opportunities:		
1. All India Institute of Speech and Hearing (AIISH)		
2. Special Education schools		
The objectives of the Course are:		
The main objectives of this course are to:		
1	To enable the students to understand the relation between the speech and language pathology.	
2	It aims to make students become familiar to identify the speech disorders.	
3	To train the students for data collection from the speech disorder population	
4	To explain to prepare the linguistics remedial materials for rehabilitation.	
5	To describe and demonstrate theoretical models, clinical phonology and its implications for therapy.	
6	To discuss and classify the articulation, fluency and voice disorders.	
Course Content		Lecture / Practical / Project / Internship
Module 1	Clinical Linguistics: Definition: - need and importance- scope- concepts and theories.	4 hours
Module 2	Speech Disorder - Articulation disorders: Misarticulation and Dysarthria- Resonance disorders: cleft palate, hypernasality and hypo-nasality - Fluency disorders: normal non fluency, stuttering, cluttering - voice disorders: aphonia, dysphonia.	4 hours
Module 3	Speech and Language of Clinical Population - Language in ADHD - Language in Autism Spectrum disorders - Language	4 hours

	in Schizophrenia – Alzheimer’s - Language in Mental Retardation - Language in Cerebral palsy - Language in hearing impairment.	
Module 4	Aphasia - Aphasia: etiology - characteristics - the contributions of Paul Broca and Carl Wernicke - Classification of Aphasia: Broca’sWernicke’s, Global, Transcortical motor and Transcortical sensory, Anomia - Linguistic interpretations of Aphasia: phonological – morphological-syntactical - semantical -fluent vs. non fluent.	4 hours
Module 5	Learning Disability - Introduction to learning disability – classification-reading and writing difficulties - methods of language teaching for students with learning disability.	4 hours
Module 6	Clinical Phonology - Phonological process and its various types of analysis-phonological disorder - application of phonological theories in evaluation and management of phonological disorder	4 hours
Module 7	Assessment Methods - Administration of formal and informal test- screening of articulation-assessment of receptive and expressive language - assessments of speech and language comprehension.	4 hours
Module 8	Linguistics Role in Speech Therapy -Importance of linguistic in language teaching – linguistic tool for screening and analyzing speech and language-role of linguistic in LSRW.	4 hours
Module 9	Remediation and Suggestion for Linguistic Development - Individualized educational program (IEP) –application of linguistic theories- linguistic remedial measures for clinical population.	4 hours
Module 10	Field techniques in Clinical Linguistics - Methods of data collection from clinical population –over view of related study in disable area.	4 hours
Book(s) for Study		
1	Boone, D. R. (1983). <i>Voice disorders in children and adults: Strategies of management</i> . Thieme-Stratton.	
2	Crystal, D. (1989). <i>Introduction to language pathology</i> . Edward Arnold.	
3	Crystal, D. (1981). <i>Clinical linguistics</i> . Whurr Publishers.	
4	Caplan, D. (1987). <i>Neurolinguistics and linguistic aphasiology</i> . Cambridge University Press.	
5	Goodglass, H., & Kaplan, E. (1983). <i>The assessment of aphasia and related disorders</i> (2nd	

	ed.). Lea & Febiger.
Book(s) for reference	
1	Molte, J. (1981). <i>The human brain: An introduction to its functional anatomy</i> . Edward Arnold.
2	Shipley, K. G., & McAfee, J. G. (2004). <i>Assessment in speech-language pathology</i> (4th ed.). Thomson Delmar Learning.
3	Rice, M. L., & Warren, S. F. (Eds.). (2004). <i>Developmental language disorders: From phenotypes to etiologies</i> . Lawrence Erlbaum Associates.
4	Perkins, M. (1995). <i>Case studies in clinical linguistics</i> . Whurr Publishers.
5	Lesser, R. (1978). <i>Linguistic investigations of aphasia</i> . Edward Arnold.
Related Online Contents	
1	https://www.youtube.com/watch?v=CxumQ4Mdy8I
2	https://www.cdc.gov/ncbddd/childdevelopment/language-disorders.html
3	https://www.medicalnewstoday.com/articles/324764#types
4	https://www.nidcd.nih.gov/health/aphasia
5	https://ldaamerica.org/types-of-learning-disabilities/#:~:text=Learning%20disabilities%20are%20due%20to,%2C%20writing%20and%20For%20math.
6	https://www.youtube.com/watch?v=G9SZJxjDJpc
7	https://www.understood.org/en/learning-thinking-differences/treatments-approaches/therapies/what-you-need-to-know-about-speech-therapy
8	https://www.youtube.com/watch?v=RKCnqHEzLwQ