ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಸ್ಥಾಪನೆ : 1916

ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು–570005

ಸಂಖ್ಯೆ:ಎಸಿ.6/152/NEP/2020–21

ದಿನಾಂಕ: 10–10–2022

ಅಧಿಸೂಚನೆ

ವಿಷಯ:– 2022–23ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿಗೆ NEP-2020 ಅನುಸಾರ 3 & 4 ನೇ ಸೆಮಿಸ್ಟರ್ ಬಿಎ–
ಭಾಷಾಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಪಠ್ಯಕ್ರಮವನ್ನು ಜಾರಿಗೆ ತರುವ ಬಗ್ಗೆ.

ಉಲ್ಲೇಖ:– 1. ದಿನಾಂಕ: 03–06–2022 ರಂದು ಜರುಗಿದ ಭಾಷಾಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ
ಶಿಫಾರಸ್ಸು.
2. ದಿನಾಂಕ: 08–09–2022 ರಂದು ಜರುಗಿದ ಕಲಾ ನಿಕಾಯ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.
3. ದಿನಾಂಕ: 23–09–2022 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿಯ ನಡಾವಳಿ.

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ದಿನಾಂಕ: 03–06–2022 ರಂದು ಜರುಗಿದ ಭಾಷಾಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿಯ (ಸಂಯುಕ್ತ)
ಬಿ.ಎ. ಭಾಷಾಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ 3 ಮತ್ತು 4 ನೇ ಸೆಮಿಸ್ಟರ್‌ಗಳ ಪಠ್ಯಕ್ರಮಗಳನ್ನು
NEP-2020 ಅನುಸಾರ ಸಿದ್ಧಪಡಿಸಿ, ಜಾರಿಗೊಳಿಸಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತಾರೆ.

ಉಲ್ಲೇಖಿತ (2 & 3) ರಂತೆ ದಿನಾಂಕ 08–09–2022 ಮತ್ತು 23–09–2022 ರಂದು ಕ್ರಮವಾಗಿ ನಡೆದ
ಕಲಾ ನಿಕಾಯ ಹಾಗೂ ವಿದ್ಯಾ ವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಗಳಲ್ಲಿ ಮೇಲಿನ ಪ್ರಸ್ತಾವನೆಗಳನ್ನು
ಅನುಮೋದಿಸಿರುವುದರಿಂದ ಈ ಅಧಿಸೂಚನೆ ಪ್ರಕಟಿಸಲಾಗಿದೆ.

ಭಾಷಾಶಾಸ್ತ್ರ ಅಧ್ಯಯನ (ಸ್ನಾತಕ) ವಿಷಯದ ಪಠ್ಯಕ್ರಮಗಳನ್ನು **www.uni-mysore.ac.in** ನಿಂದ
ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರಿಂದ ಕರಡು ಅನುಮೋದಿಸಲ್ಪಟ್ಟಿದೆ.

ಉಪಕುಲಸಚಿವರು (ಶೈಕ್ಷಣಿಕ)
ಉಪ ಕುಲಸಚಿವರು. (ಶೈಕ್ಷಣಿಕ)
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಮೈಸೂರು–570 005

ಗೆ:–

1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಎಲ್ಲಾ ಸ್ನಾತಕ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ– ಅಗತ್ಯ
ಕ್ರಮಕ್ಕಾಗಿ

2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.

3. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.

4. ಅಧ್ಯಕ್ಷರು, ಭಾಷಾಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ, ಭಾಷಾಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ,
ಮೈಸೂರು.

UNIVERSITY OF MYSORE
DOS IN LINGUISTICS
Kuvempu Institute of Kannada Studies, Manasa gangotri, MYSORE 570006

Dr. B.K. RAVINDRANATH
M.A.,(Ling) M.A.,(Anthro) Ph.D.,
Chairman
Board of Studies in Linguistics

03/06/2022

CªÀjUÉ
PÀÄ®¸ÀaªÀgÀÄ
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ªÀiÁ£ÀågÉÃ,
    «µÀAiÀÄ: 2020gÀ ºÉÆ¸À "gÁ¶ÖçÃAiÀÄ ²PÀët ¤ÃwAiÀÄ C£ÀéAiÀÄ" ©.J. ¨sÁµÁ«eÁÕ£Àz À JgÀqÀ£ÉÃ ªÀµÀðzÀ ¥ÀoÀåPÀæªÀÄ ªÀ£ÀÄ߸ ÀPÁðgÀ ¤UÀ¢ü ¥Àr¹gÀÄªÀ ªÀiÁzÀj gÀ ZÀ£ÉAiÀÄ£ÉAvÉ ¹zÀÞ¥Àr¸À°è¸ÀÄªÀ §UÉÎ

    ªÉÄÃ°£À «µÀAiÀÄPÉÌ ¸ÀA§A¢ü¹zÀAvÉ ¢£ÁAPÀ 03/06/2022gÀAzÀÄ ¨sÁµÁ«eÁÕ£À CzsÀåAiÀÄ£À ªÀÄAqÀ½AiÀÄ ¸À¨sÉ £ÀqÉ¹ 2020gÀ ºÉÆ¸À "gÁ¶ÖçÃAiÀÄ ²PÀët ¤ÃwAiÀÄ C£ÀéAiÀÄ" ©.J. ¨sÁµÁ«eÁÕ£Àz À JgÀqÀ£ÉÃ ªÀµÀðzÀ ¥ÀoÀåPÀæªÀÄ ªÀ£ÀÄ߸ ÀPÁðgÀ ¤UÀ¢ü ¥Àr¹gÀÄªÀ ªÀiÁzÀj gÀ ZÀ£ÉAiÀÄ£ÉAvÉ ¹zÀÞ¥Àr¹ ªÀÄÄA¢£À PÀæªÀÄPÁÌV PÀ¼ÀÄ»¹�É ÁVzÉ

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LINGUISTICS
FIRST SEMESTER
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TITLE OF THE COURSE:

1.1 Introduction to Linguistics (DSC)

Main Objectives of the Course:

This paper aims to acquaint the student with a linguistic approach to language. So the elementary concepts of linguistic science and an overview on the subject linguistics are presented here.

COURSE CONTENT

Unit-1 Introduction to language and linguistics; branches of linguistics; design features of language; functions of language; language as a system of communication, communicative functions of language: referential, emotive, conative, poetic, metalinguistics, phatic; animal vs. human communication.

Unit-2 Introduction to the levels of linguistic study: phonetics, phonology, morphology, syntax and semantics. Basic concepts of Modern linguistics: Synchrony/Diachrony; Syntagmatic/ Paradigmatic ; Langue/Parole; Signified/Signifier; Competence/Performance.

Unit-3 Concept of language classification- areal, genetic and morphological; basic idea about some of the major language families of the world; spoken vs written language: history of writing. Some basic concepts: language,code, dialect, idiolect, sociolect, mixed language, artificiallanguage, style and register.

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Verma, S.K., and N. Krishnaswamy. 1993. **Introduction to Modern Linguistics. Delhi: Oxford University Press**

PÀ®ÄâVð, JA.JA.,	1989	PÀ£ÀßqÀ £ÁªÀÄ«eÕÁ£À, zsÁgÀªÁqÀ	
PÉÁ¥ÉÃUËqÀ, PÉ.,	1992	¸ÁªÀiÁ£Àå ¨sÁµÁ«eÕÁ£À, ¨sÁgÀwÃ ¥ÀæPÁ±À£À,	
ªÉÄÊ¸ÀÆgÀÄ			
VgÀrØ UÉÆÃ«AzÀgÁdÄ,	1995	PÀ£ÀßqÀ qÉÊUÉÆèÃ¹AiÀiÁ, PÀ£ÀßqÀ «±Àé«zÁå®AiÀÄ, ºÀ¦	
gÀ«ÃAzÀæ£Áxï ©.PÉ.	2015	¨sÁ¶PÀ ªÀiÁ£À±Á±ÀÛç, ¹ÖçAUÏ°Ã¥sï ¥À©âPÉÃµÀ£ïï, ªÉÄÊ¸ÀÆgÀÄ.	
gÁªÀÄPÀÈµÀÚ, Dgï.,	1993	ªÀiÁ£À±Á±ÀÛç, ZÉÃvÀ£À §ÄPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄ	
gÁªÀÄZÀAzÀæ, ¹. J.¸ï.,	1999	PÀ£ÀßqÀ ¨sÁµÁ¯ÉÆÃZÀ£À, ªÀiÁAVj ¥ÀæPÁ±À£À, ªÉÄÊ¸ÀÆgÀÄ	
«°åA ªÀiÁqÀÛ,	1987	d£À¥ÀzÀ ¨sÁµÁ«eÕÁ£À, zsÁgÀªÁqÀ	
¸ÀAUÀªÉÄÃ±À ¸ÀªÀzÀwÛªÀÄÄoÀ	1999	¨sÁµÁ¯ÉÃR, gÀÆÆ¥Àò¥À²ä ¥ÀæPÁ±À£À, UÀÄ®âUÁ𠱄	
¸ÉÆÃºÀÄ±É¾ÁRgÀUÀÄoÀ	2000	¨sÁµÉ gÀ¥À¥À£ À ªÀÄÆvÀÄ §¼À¥ÀÉ, vÀ¼À¸Àð£ÀQ£À ªÉAPÀtÃÚ±ÉÀ	
¸ÁvÀtÀªÀÄ¥À¸ÀÃµÀ±À¸¯ÀÁÁ´É, ªÉÄÊ¸ÀÆgÀÄ			

Course Outcomes :

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

1. Understand Linguistic approach to language and about unique elementary concepts of General Linguistics
2. Understand language structures and functioning of the language. Language and Communication, Branches of Linguistics
3. Understand the application of linguistics on other related disciplines

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1.2Phonetics and Phonology (DSC)

Main Objectives of the Course:

The main aim of this course is to equip the students with the basic theories and practical knowledge of the propagation and perception of speech sounds both segmental and suprasegmental. In addition to this, the present course is also enabling the students to understand the important Principles of Phonological Theory with Special Emphasis on Taxonomic Phonemics and other branches of Phonology and to arrive at the Phonological System of a Language.

COURSE CONTENT

Unit-1 Definition, aim and scope of Phonetics; Branches of Phonetics; Utility of Phonetics Organs of Speech; Processes of speech production—Airstream process, Phonation process, Voice Onset time,Articulatory process, Oro-nasal process.

Unit -2 Classification of speech sounds: vowels and consonants (vocoid and contoid); Production, classification and description of consonants; Production, classification and description of vowels; Cardinal vowels. Monophthongs vs. Diphthongs; Types of diphthongs; Syllable; International Phonetic Alphabet (IPA); Phonetic transcription and its types; Fundamentals of Acoustic phonetics

Unit-3 Phonology (phonemics): Relationship between Phonetics and Phonology; concept of Phoneme; phone, phoneme, allophone; Goals of phonological theory; Different views of the phoneme.Phonemic principles: phonetic similarity, contrast, complementary distribution, free variation,economy, symmetrical patterning; neutralization, archi-phoneme. Levels of phonological representation; Distinctiveness and redundancy.

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PÀÄ½î, eÉ. J¸ï., zsÁgÀªÁqÀ	1971	ªÀtð£ÁvÀäPÀ ¨sÁµÁ«eÕÁ£À, ¹jUÀ£ÀßqÀ ¥ÀæPÁ±À£À,
PÉA¥ÉÃUËqÀ, PÉ.,	1978	zsÀé¤«eÕÁ£À, ¨sÁµÁ¨sÁgÀwÃ, ªÉÄÊ¸ÀÆgÀÄ
	1980	zsÀé¤ªÀiÁ«eÕÁ£À , ¨sÁµÁ¨sÁgÀwÃ, ªÉÄÊ¸ÀÆgÀÄ
azÁ£ÀAzÀ°ÀÄÄÆwð, JA., ªÉÄÊ¸ÀÆgÀÄ	1973	¨sÁµÁ«eÕÁ£ÀzÀ ªÀÄÄ®vÀvÀÛ÷éUÀ¼ÀÄ, r.«.PÉ. ªÀÄÄÆwð,
£ÁUÀgÁdAiÀÄå ºÀA¥À	1966	¨sÁµÁ«eÕÁ£À, r«PÉ ªÀÄÄÆwð, ªÉÄÊ¸ÀÆgÀÄ
©½Vj, JZï.J¸ï., ¨ÉAUÀ¼ÀÆgÀÄ	1970	ªÀtð£ÁvÀäPÀ ªÁåPÀgÀtzÀ ªÀÄÄÆ®vÀvÀÛ÷éUÀ¼ÀÄ,

«±Àé«zÁå®AiÀÄ, ¨ÉAUÀ¼ÀÆgÀÄ

gÀ«ÃAzÀæ£Áxï ©.PÉ.	2015	¨sÁ¶PÀ ªÀiÁ£ÀªÀ±Á¸ÀÛç, ¹ÖçAUÀÏï°Ã¥sï ¥À©âPÉÃµÀ£ï, ªÉÄÊ¸ÀÆgÀÄ.
gÁeÉÃ±À±ÀéÀj ªÀÄºÉÃ±ÀÀégÀÄAiÀÄ, ¸ÀªÀÀiÁd zsÁgÀªÀÁqÀ	1987	DzsÀÄ¤PÀ ªÀtð£Áv̀ÀäÀPÀ ¨sÁµÁ«eÕÁ£À, ¥ÀÄ¸ÀÛÀ̀PÀ®AiÀÄ,
gÁªÀÄPÀÈµÀÚ, Dgï.	1999	¨sÁµÀ«eÁÕ£À «ºÁgÀ, vÉÃd¹éÃ ¥ÀæPÀ±À£À, ªÉÄÊ¸ÀÆgÀÄ
	2006	¨sÁµÀ̀ÀÛÀ¥zÀ, ²æÃPÉëÃvÀæ ¥ÀæPÀ±À£À, ªÉÄÊ¸ÀÆgÀÄ
gÁªÀÄZÀAzÀæ, ¹. J¸ï., ªÉÄÊ¸ÀÆgÀÄ	1999	PÀ£ÀßqÀ ¨sÁµÁ˜ÉÆÆÃ¼ZÀ£À, ªÀiÁAVj ¥ÀæPÀ±À£À,
	2005	PÀ£ÀßqÀ ¨sÁµÁ D˜ÉÃÆÃPÀ£À, ¸Ágï JAlgï¥ÉæöÊ¸̀À¸ï, ªÉÄÊ¸ÀÆgÀÄ
¸ÉÆ̃ÃªÀÄ±ÉÃRgÀÄUËqÀ ªÉÄAPÀtÚAiÀÄÄå ¸ÁÍgÀPÀ	2000	¨sÁµÉ gÀAZÀ£É ªÀÄÀvÀÄÛ §¼À̀PÉ, vÀ̀¼ÀÄAÄQ̀£À UÀæAxÀªÀiÁ˜ÉÃ̀À É, ªÉÄÊ¸ÀÆgÀÄ
¸ÁAUÀ̀ªÉÄÃ̀À̀À Àª̀ÀzÀ̀wÛªÀÀ̀ÀÀÄoÀ UÀÄ®âÀUÀð	1999	¨sÁµÁ˜ÉÃ̀ÀR, gÀÀæ¥ÀÀg̀À²ä ¥ÀæPÀ±À£À,
¸ÉÆ̃ÃªÀÄ±ÉÃRgÀÄUËqÀ ªÉÄAPÀtÚAiÀÄÄå ¸ÁÍgÀPÀ	2000	¨sÁµÉ gÀAZÀ£É ªÀÄÀvÀÄÛ §¼ÀPÉ, vÀ̀¼ÀÄUÄQ̀£À UÀæAxÀªÀiÁ˜ÉÃ̀À É, ªÉÄÊ¸ÀÆgÀÄ

Course Outcome:

On successful completion of the course, the students will be able to

- Identify the speech sounds of world languages.
- Classify and transcribe the speech sounds of languages of various natures besides imparting them different schools of thoughts pertaining to Phonetics &Phonology.

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1.3. Introduction to Language and Culture (OEC)

Main Objectives of the Course:
The Main Objective Of This Course Is To Provide   The Basic Information Of Language, Society, And Culture. It Helps To Understand The Relationship Between Language, Society, And Culture. It Also Helps To Understand The Social Attitudes Of The Language

COURSE CONTENT

UNIT –1 : Introduction to Culture: Meaning And Definitions Of Culture, Characteristics Of Culture, Various Components Of Culture, Culture And Civilization, Culture And Personality. Theories Of Culture; Cultural Evolutionism; British And American Evolutionists Cultural Diffusionism; British, American And German Diffusionists. Cultural Functionalism And Structuralism.

UNIT – 2: Introduction To Language: Definitions And The Design Of A Language, Characteristic Features Of The Language, Relationship between Human And Animal Communication, Uses Of Language Basic Notions, Icon, Sign And Symbol, Language And Writing.

UNIT – 3 : Language And Culture & Society: Interrelationship Between Language Culture And Society, Language Variations; Dialect And Idiolect; Regional And Social Dialects, Biligualism,multiligualism. The Role Of Language in Culture, The Place Of Language In Society, Etc.,

BOOKS FOR REFERENCE

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BEN AMOS DAN	1982	Towards a definition of Folklore in Folklore in Context, South Asian publishers, NEWDELHI
BRIGHT,W.,	1966	Sociolinguistics
DASWANI,C.J., & PARCHANI,S.,	1978	Sociolinguistic survey of Indian Sindhi
DIL, A.S.,	1973	Language in Social groups
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DUNDES ALAN	1978	Who are Folk? In Essay in Folklorists , Institute Folklore, Meerut,
DUNDES ALAN (Ed)	1965	The Study of Folklore Prentice Hall, New Delhi.
FLEIX, M.K.		Cultural Anthropology
FRANK. J. KOROM	1991	Folklorists and Indian Folklore , R.RC Udupi
HANDOO JAWAHARALAL	1989	Folklore –An Introduction, C.I.I.L. Mysore
	1978	Current Trends in Folklore, K.I.K.S. Mysore
HENDRICKS,W.D.,	1973	Essay on Sociolinguistics and Verbal Art
HUDSON,R.A.,	1980	Sociolinguistics
HYMES DELL(ed)	1964	Language in Culture and Society
HANDOO JAWAHARALAL		
LALITHA HANDOO	1988	Folklore and Myth, C.I.I.L. Mysore
KARUNAKARAN,K.&	1988	Folklore of India, Mysore
KROEBER	1923	Anthropology Today
LEVI-STRAUSS,C.,	1955	The Structural Study of Myth
	1963	Structural Anthropology
LYONS JOHN, (ed)	1970	New Horizons in Linguistics
MARANDA & MARANDA, P.,	1971 Essays	Structural Models in Folklore and Transformational
OPIC,IVONA & PETER	1959	The Lore and Language of School Children
PANDIT,P.B.,	1972	India as a Sociolinguistic Area
PRIDE,J.A.,	1973	Sociolinguistics The Social Meaning of Language
PROPP VLADMIR,	1968	Morphology of Folktale
RAMANUJAM . A.K.	1987	The relevance of South Asian Folklore in India Folklore-II
RICHARD .M. DORSON (Ed)	1972	Folklore and Folklife, Chicago Univ. press, Chicago
PÀ®ÄâVð, JA.JA.,	1989	PÀ£ÀßqÀ £Á³À«eÕÁ£À, zsÁgÀ³ÁqÀ
PÉÁ¥ÉÃUËqÀ, PÉ., ªÉÄÊ¸ÀÆgÀÄ	1992	¸Áª³ÀiÁ£Àå ¨sÁµÁ«eÕÁ£À, ¨sÁgÀwÃ ¥À³æPÁ±À£À,
VgÀrØ UÉÆÃ«AzÀgÁdÄ, °ÀA¦	1995	PÀ£ÀßqÀ qÉÊUÉÆÉèÁ¹AiÀiÁ, PÀ£ÀßqÀ «±Àé«zÁ®®AiÀiÀÄ,
gÀ«ÃAzÀæ£Áxï ©.PÉ.	2015	¨sÁ¶PÀ ªÀiÁ£ÀªÀ±Á¸ÀÛç, ¹ÖçÀUÏ°Ã¥¸ï ¥À©âPÉÃµÀ£ïï, ªÉÄÊ¸ÀÆgÀÄ.
gÁªÀÄPÀÈµÀ¦Ú, Dgï.,	1993	¨sÁ±Á£À±Á¸ÀÛç, zÉÃ¥vÀ£À §ÄPï °Â¸ï, ªÉÄÊ¸ÀÆgÀÄ
gÁªÀÄZÀAzÀæ, ¹. J¸ï., ªÉÄÊ¸ÀÆgÀÄ	1999	PÀ£ÀßqÀ ¨sÁµÁ¯ ÉÆÃZÀ£À£, ªÀiÁAVj ¥À³æPÁ±À£À,
«°àA ªÀiÁÁqÀÛ, ¸ÀAUÀªÉÃÃÄÃ±À¯À ¸ÀªÀÁzÀAwªÀÀÄoÀ	1987	d£À¥ÀzÀ ¨sÁµÁ«eÕÁ£À, zsÁgÀ³ÁqÀ
¸ÉÆÃªÀ±À±ÉÃRgÀÀUÀÉqÀ ¸ÁägÀPÀ	1999	¨sÁµÁ¯ ÉÃR, gÀÆ¥À±ÀgÀà²ä ¥À³æPÁ±À£À, UÀ£À®âUÀð
	2000	¨sÁµÉ gÀZÀ£À£É ªÀÀÄÄ«À¯ÀÛ §¼ÀPÉ, vÀ¼ÀÄ¼ÀÄ£À³ ªÉÀPÀ¯tÚÁ¥ÀtÚÁå
		UÀæAxÀªÀÄiÁÁ¯¯ É, ªÉÄÊ¸ÀÆgÀÄ

Course Outcomes:

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

4. Understand Linguistic approach to language and about unique elementary concepts of General Linguistics

5. Understand language structures and functioning of the language. Language and Communication, Branches of Linguistics

6. Understand the application of linguistics on other related disciplines

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LINGUISTICS
SECOND SEMESTER
TITLE OF THE COURSE:

2.1. Morphology (DSC)

MAIN OBJECTIVES OF THIS COURSE:
The Main aim of this course is to equip the Students with the important Techniques of Morphological Description and Analysis. And also to motivates them to understand the basic Concepts of Morphology in detail.

COURSE CONTENT

Unit:1 ELEMENTS OF MORPHOLOGY Introduction:Morphology – Morphological Units – Morph - Allomorph – Morpheme – Monomorphemic Word – Dimorphemic Word – Polymorphemic Word – Parallelism between Morphological Terms and the Phonological Terms.

Unit:2 CLASSIFICATION OF MORPHEMES 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. Inflection and Derivation.

Unit:3 WORD FORMATIONS 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.

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Aronoff, Mark, & Fudeman, Kirsten (2011). *What is morphology?* (2nd ed.). Sussex: John Wiley & Sons Ltd.

Aitchison, J. 1987. **Words in the Mind.**Oxford: Basil Blackwell. Carstairs-McCarthy, A. 2002. *Introduction to English Morphology: Words and their Structure.* Edinburgh: Edinburgh University Press.
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PÀÄ½î, eÉ. J¸ï., zsÁgÀªÁqÀ	1971	ªÀtð£ÁvÀäPÀ ¨sÁµÁ«eÕÁ£À , ¹jUÀ£ÀßqÀ ¥ÀæPÁ±À£À,
PÉA¥ÉÃUËqÀ, PÉ., ªÉÄÊ¸ÀÆgÀÄ	1992	¸ÁªÀiÁ£Àå ¨sÁµÁ«eÕÁ£À, ¨sÁgÀwÃ ¥ÀæPÁ±À£À,
	1994	¨sÁµÉ ªÀÄävÀÄÛ ¨sÁµÁ«eÕÁ£À, ¨sÁgÀwÃ ¥ÀæPÁ±À£À. ªÉÄÊ¸ÀÆgÀÄ
azÁ£ÀAzÀªÀÄÆwð, JA., r.«.PÉ.ªÀÄÆwð, ªÉÄÊ¸ÀÆgÀÄ	1973	¨sÁµÁ«eÕÁ£ÀzÀ ªÀÄÆ®vÀvÀÛ÷éUÀ¼ÀÄ,
£ÁUÀ£ÁdAiÀÄå ºÀA¥À	1966	¨sÁµÁ«eÕÁ£À, r«PÉ ªÀÄÆwð, ªÉÄÊ¸ÀÆgÀÄ
©½Vj, JZï.J.¸ï., ¨ÉAUÀ¼ÀÆgÀÄ	1970	ªÀtð£ÁvÀäPÀ ªÁåPÀgÀtzÀ ªÀÄÆ®vÀvÀÛ÷éUÀ¼ÀÄ,
		«±Àé«zÁå®AiÀÄ, ¨ÉAUÀ¼ÀÆgÀÄ
	1995	¨ÀgÀ¸ÉUÀ¼ÀÄ, PÀ£ÀßqÀ ¸ÀAWÀ, PÉæöÊ¸ÀÖ PÁ¯ÉÃdÄ, ¨ÉAUÀ¼ÀÆgÀÄ
gÁeÉÃ±Àééj ªÀÄºÉÃ±ÀégÀAiÀÄå, ¸À°À¤Ád ¥ÀÄ¸ÀÛPÀ®AiÀÄ,	1987	DzsÀÄ¤PÀ ªÀtð£ÁvÀäPÀ ¨sÁµÁ«eÕÁ£À, zsÁgÀªÁqÀ
gÁªÀÄPÀÈµÀÚ, Dgï. ªÉÄÊ¸ÀÆgÀÄ	1999	¨sÁµÁ«eÁÕ£À «ºÁgÀ, vÉÃd¹éÃ ¥ÀæPÁ±À£À,
	2006	¨sÁµÁ¸ÀA¥ÀzÀ, ²æÃPÉëÃvÀæ ¥ÀæPÁ±À£À, ªÉÄÊ¸ÀÆgÀÄ
gÁªÀÄZÀAzÀæ, ¹. J¸ï., ªÉÄÊ¸ÀÆgÀÄ	1999	PÀ£ÀßqÀ ¨sÁµÁ¯ÉÆÃZÀ£É, ªÀiÁAVj ¥ÀæPÁ±À£À,
	2005	PÀ£ÀßqÀ ¨sÁµÁ D¯ÉÆÃPÀ£À, ¸ÁgÁ JAlgï ¥É溤¸¸¸À¸ï,
±ÀAPÀgÀ¨sÀlÖ, r. J£ï.	1985	PÀ£ÀßqÀ ªÁPÀåUÀ¼ÀÄ, VÃvÁ§ÄPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄ
	1999	PÀ£ÀßqÀ ±À§Ý gÀZÀ£É, PÀ£ÀßqÀ ¸ÀAWÀ, PÉæöÊ¸ÀÖ PÁ¯ÉÃdÄ, ¨ÉAUÀ¼ÀÆgÀÄ
¸ÉÆÃ°ÀÄ±ÉÃRgÀUËqÀ ªÉÁPÀtÚAiÀÄå ¸ÁägÀPÀ	2000	¨sÁµÉ gÀZÀ£É ªÀÄävÀÄÛ §¼ÀPÉ, vÀ¼ÀUÀQ£À UÀæAxÀªiÁ¯É, ªÉÄÊ¸ÀÆgÀÄ

Course Outcome:

On successful completion of the course, the students will be able to

- Know about the Linguistics techniques related to morphological analysis and description of language.
- Segment the morphemes and decode their meaning and increases their vocabularyload.
- Proceed further to the next level and increase their reading and writinglevels.

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2.2. Syntax (DSC)

Main Objectives of This Course:

The Main aim of this course is to equip the Students with the important Techniques of Morphological as well as Syntactical Description and Analysis. And also to motivates them to understand the basic Concepts of Morphology and Syntax in detail.

COURSE CONTENT

Unit:1 SYNTAX: Relation between morphology and syntax; Phrase, Clause, Sentence; Types ofsentence: simple, compound, complex; Coordination, Subordination, Embedding; Types of grammar: synchronic-diachronic, descriptive-prescriptive, structural and generative.

Unit:2 RULES: phrase structure rules, transformational rules, segment structure rules, context free andcontext sensitive rules, optional and obligatory rules, singularly and generalized rules, meaning changing and meaning preserving rules, structural description and structural change, ordering of rules.

Unit:3 TRANSFORMATIONS: elementary transformational processes, phrase marker; A few transformations: passivization, reflexivization, extraposition, affix hopping, Do support, dative movement.

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Roberts, I. 1997. **Comparative Syntax**. London: Arnold.

PÀÄ½î, eÉ. J¸ï.,   1971   ªÀtð£ÁvÀäPÀ ¨sÁµÁ«eÕÁ£À , ¹jUÀ£ÀßqÀ ¥ÀæPÁ±À£À, zsÁgÀªÁqÀ

PÉÄ¥ÉÃUËËqÀ, PÉ.,   1992   ¸ÁªÀiÁ£Àå ¨sÁµÁ«eÕÁ£À, ¨sÁgÀwÃ ¥ÀæPÁ±À£À, ªÉÄÊ¸ÀÆgÀÄ

                              1994   ¨sÁµÉ ªÀÄvÀÄÛ ¨sÁµÁ«eÕÁ£À, ¨sÁgÀwÃ ¥ÀæPÁ±À£À. ªÉÄÊ¸ÀÆgÀÄ

azÁ£ÀAzÀªÀÄÄÆwð, JA.,   1973   ¨sÁµÁ«eÕÁ£ÀzÀ ªÀÄÆ®vÀvÀÛ÷éUÀ¼ÀÄ, r.«.PÉ.ªÀÄÆwð, ªÉÄÊ¸ÀÆgÀÄ

£ÁÛUÀgÁdAiÀÄå ºÀA¥À   1966   ¨sÁµÁ«eÕÁ£À, r«PÉ ªÀÄÆwð, ªÉÄÊ¸ÀÆgÀÄ

©½Vj, JZï.J¸ï.,   1970   ªÀtð£ÁvÀäPÀ ªÁåPÀgÀtzÀ ªÀÄÆ®vÀvÀÛ÷éUÀ¼ÀÄÄ,
¨ÉAUÀ¼ÀÆgÀÄ

                                                 «±Àé«zÁå®AiÀÄ, ¨ÉAUÀ¼ÀÆgÀÄ
                                         1995   ªÀgÀ¸ÉUÀ¼ÀÄ, PÀ£ÀßqÀ ¸ÀAWÀ, PÉæöÊ¸ÀÖ PÁ¯ÉÃdÄ,
                                                 ¨ÉAUÀ¼ÀÆgÀÄ
gÁeÉÃ±À¸Éj ªÀÄºÉÃ±ÀégÀAiÀÄå   1987   DzsÀÄ¤PÀ ªÀtð£ÁvÀäPÀ ¨sÁµÁ«eÕÁ£À,
¸ÀªÀÀiÁd ¥À¸¸ÀÛPÀ®AiÀÄ,

                                                 zsÁgÀªÁqÀ
gÁ¸ÀÀÄPÀÈµÀÚ, Dgï.   1999   ¨sÁµÁ«eÁÕ£À «ºÁgÀ, vÉÃã¹éÃ ¥ÀæPÁ±À£À£À,
ªÉÄÊ¸ÀÆgÀÄ

                                         2006   ¨sÁµÁ¸ÀA¥ÀzÀ, ²æÃPÉëÃÃvÀæ ¥ÀæPÁ±À£À£À, ªÉÄÊ¸ÀÆgÀÄ
gÁ¸ÀÄÄZÀAzÀæ, ¹. J¸ï.,   1999   PÀ£ÀßqÀ ¨sÁµÁ¯ ÉÆÃÆZÀ£À£À, ªÀiÁAVj ¥ÀæPÁ±À£À£À,
ªÉÄÊ¸ÀÆgÀÄ

                                         2005   PÀ£ÀßqÀ ¨sÁµÁ D¯ ÉÆÃPÀ£À£Á, ¸ÀÁgÁ JÀlgï ¥ÉæöÊ¸ï,
ªÉÄÊ¸ÀÆgÀÄ
±ÀAPÀgÀ ¨¸ÀÀlÖ , r. J£ïï.   1985   PÀ£ÀßqÀ ªÁPÀåÀUÀ¼ÀÄÄ, VÃvÁ§ÄÃPï ºË¸ï, ªÉÄÊ¸ÀÆgÀÄ
                                         1999   PÀ£ÀßqÀ ±À§Ý gÀZÀ£À£É, PÀ£ÀßqÀ ¸ÀÀAWÀ, PÉæöÊ¸ÀÖ
                                                 PÁ¯ ÉÃdÄ, ¨ÉAUÀ¼ÀÆgÀÄ
¸ÉÆÃÆ¯À±À±±ÉÃRgÀàÀUÀqÀUÀ¼À   2000   ¨sÁµÉ gÀZÀÀ¤É ªÀÀÄvÀÀÄÛ §½ÀÀPÉÃ, vÀÁ½ÀÀÄQ£À£À
ªÉÉAPÀtÚAiÀÄ£ÀÄ£Ää ¸ÁägÀÀPÀÀ

                                         UÀæAxÀAªÀÄiÁÀäiÁ¯ É, ªÉÄÊ¸ÀÆgÀÄ

Course Outcome:

On successful completion of the course, the students will be able to

- Know about the language and its structure and word order of sentences.
- Familiarize with the basic goals and assumptions of Generative Grammar.
- Well-versed in the rudiments of syntactic analysis and syntactic theorizing and argumentation
- Familiarize in the major syntactic structures and their relevance to linguistic theory.

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2.3. General Linguistics (OEC)

Main Objectives of This Paper:
The main aim of this course is primarily intended to make the students aware of the Linguistic approach to language. Hence, unique elementary concepts of General Linguistics and an overview of the subject linguistics are briefly mentioned in this course.

COURSE CONTENT

Unit 1 ; Linguistics: General Linguistics: Nature and Scope of General Linguistics, Branches of General Linguistics - **Descriptive Linguistics** , **Historical Linguistics and Comparative Linguistics.** Nature and scope of descriptive linguistics. Levels of Linguistic analysis.

Unit –2 : Historical Linguistics Nature and scope of Historical linguistics. Growth and development of   Historical linguistics during 18th 19th and 20th centuries. Language Classification; Genealogical   and typological Classifications.   Classifications of Indian languages. Types of Linguistic change,

Unit –3 Comparative Linguistics; Nature and scope of comparative linguistics. Basic assumptions of comparative linguistics. Growth and development of comparative linguistics during 18th 19th and 20th centuries. Comparative methodology –Comparative method and Linguistic Reconstruction - Internal and External. Glottochronology.

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University Press, EDINBURGH

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LSA, Baltimore, USA

BLOOMFIELD,L., 1935 Language, LONDON

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THE HAGUE 1972 Language and Mind, NEWYORK

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Sons, NEWYORK

GLEASON, H.A., (jr.) 1976 An Introduction to Descriptive Linguistics,
(Revised) NEWYORK

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IBH Publishing co. NEWDELHI

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Origin, George Unwin, LONDON NEWYORK

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Approach, NEWYORK

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And Phonetics, Student store, BAREILLY

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WEINRICH, U., 1953 Languages in Contacts, Mouton, The Hague

PÀÄ½î, eÉ. J¸ï., 1971 ªÀtð£ÁvÀäPÀ ¨sÁµÁ«eÕÁ£À, ¹jUÀ£ÀßqÀ ¥ÀæPÁ±À£À, zsÁgÀªÁqÀ
--------- 1973 LwºÁ¹PÀ ¨sÁµÁ«eÕÁ£À , ¹jUÀ£ÀßqÀ ¥ÀæPÁ±À£À, zsÁgÀªÁqÀ
PÉÁ¥ÉÃUÉqÀ, PÉ., 1992 ¸Áª£ÀiÁ£Àå ¨sÁµÁ«eÕÁ£À, ¨sÁgÀwÃ ¥ÀæPÁ±À£À, ªÉÄÊ¸ÀÆgÀÄ
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azÁ£ÀÀzÀªÀÄÄÆwð, JA., 1973 ¨sÁµÁ«eÕÁ£ÀzÀ ªÀÄÄÆ®vÀÛ÷éUÀ¼ÀÄ, r.«.PÉ.ªÀÄÄÆwð, ªÉÄÊ¸ÀÆgÀÄ
£ÁUÀgÁdAiÀÄÀÄ ºÀÀ¥À 1966 ¨sÁµÁ«eÕÁ£À, r«PÉ ªÀÄÄÆwð, ªÉÄÊ¸ÀÆgÀÄ
-------- 1970 ¨sÁµÉ, r.«.PÉ. ªÀÄÄÆwð , ªÉÄÊ¸ÀÆgÀÄ
©½Vj, JZï.J¸ï., 1970 ªÀtð£ÁvÀäPÀ ªÁåPÀgÀtzÀ ªÀÄÄÆ®vÀÛ÷éUÀ¼ÀÄ, ¨sÁgÀvÀ¼ÀÆgÀÄ
«±Àé«zÁå®AiÀÄ, ¨sÁgÀvÀ¼ÀÆgÀÄ

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gÁeÉÃ±ÀéÀj ªÀÄºÉÃ±ÀégÀAiÀÄÄ   1987   DzsÀÄ¤PÀ ªÀÄtð£ÁvÀÄäÀPÀ ¨sÁµÁ«eÕÁ£À, ¸ÀªÀÄÁ¸Àd
        ¥ÀÄ¸ÀÛPÁ®AiÀÄ, zsÁgÀªÁqÀ
gÁªÀÄZÀ£ÀAzÀ, ¹. J¸ï.,   1999   PÀ£ÀßqÀ ¨sÁµÁ¯ ÉÆÃZÀ£É, ªÀiÁAVj ¥ÀæPÁ±À£À, ªÉÄÊ¸ÀÆgÀ
¸ÉÆÃªÀÄ±ÉÃRgÀÄÉqÀ   2000   ¨sÁµÉ gÀZÀ£É ªÀÄvÀÄÛ §¼ÀPÉ, vÀ¼ÀÄÄÄÄðQ£À ªÉAPÀtÚAiÀÄÀå
¸ÁägÀPÀ UÀæAxÀªÀiÁ¯É, ªÉÄÊ¸ÀÆgÀ

Course Outcomes:

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

- Understand Linguistic approach to language and about unique elementary concepts of General Linguistics
- Understand language structures and functioning of the language. Language and Communication, Branches of Linguistics
- Understand the application of linguistics on other related discipline

LINGUISTICS
THIRD SEMESTER

TITLE OF THE COURSE

3.1 SEMANTICS (DSC)

MAIN OBJECTIVES OF THIS COURSE:

The chief aim of the present paper is to equip the students with the major Techniques and Methods of Semantic Analysis and Description. And also to motivates them to understand the basic concepts of Semantics in a proper manner.

PEDAGOGY :

Classroom teaching will be using whiteboard and marker, PowerPoint presentation information and communication technology. One on one interaction or with small student numbers during tutorial classes. Student seminar paper presentation and also the student will be tested for their writing abilities to answer precise and essay type of questions.

COURSE CONTENT

UNIT –I: **INTRODUCTION TO SEMANTICS:** Definitions, nature and scope, Semantics and Linguistics- relationship between form and meaning; types of meaning; sentence, utterance and proposition;

UNIT – II: BASIC CONCEPTS IN SEMANTICS: reference, sense and denotation; ambiguity and; theories of meaning—referential vs. nonreferential approaches; generative approach; - Ogden and Richards meaning triangle- Semantic Change, Causes of Semantic change,

Linguistic, Historical, Social, Psychological, Taboo, Different Types of Semantic Change, Consequences of Semantic Changes- Pejorative and Ameliorative developments.

UNIT – III: MULTIPLE MEANING: Synonymy - its kinds Complete or   Integral, Polysemy – its kinds, Homonymy- its Types-Complete or   total and Partial Homonymy, Homophones and Homographs, Antonymy- its kinds,.

BOOKS FOR REFERENCE

ANDREW RADFORD   1999   Linguistics: An Introduction
AND OTHERS
CRUSE, D.,   1986   Lexical Semantics
FAWLEY,W.,   1992   Linguistic Semantics
KATZ FODOR   1964   Structure of Language
LEHRER ,A.,   1974   Semantic Fields and Lexical Structure
LEHRER,A.,   1970   Theory of Meaning
AND KEITH LEHRER
LEECH, JEOFFEREY   1981   Semantics
LYON JOHN   1977   Semantics Vol. 1 & 2.
NIDA, E.A.,   1974   Componential Analysis
OGDEN, C.K.,   1966   The Meaning of Meaning
AND RICHARDS, I..A.,
 PALMER, F.R.,   1981   Semantics
SCHIFFER, S.,   1988   Meaning
STREN,G.,   1965   Meaning and Change of Meaning
STEINBEG   AND JACOBVITS,1971   Semantics – An Interdisciplinary Reader
VARMA,S.K., &   1989   Modern Linguistics: An Introduction, Oxford
KRISHNASWAMY, N.,   University Press, NEWDELHI
ULLMAN,S.,   1959   The Principles of Semantics
                        1964   Semantics – An Introduction to the Science of Meaning
PÀÄ½î, eÉ. J¸ï.,   1971 ªÀtð£ÁvÀäPÀ ¨sÁµÁ«eÕÁ£À , ¹jUÀ£ÀßqÀ
¥ÀæPÀ±À£À, zsÁgÀªÁqÀ
PÉÃ¥ÉÃUÉqÀ, PÉ.,   1992 ¸ÁªÀiÁ£Àå ¨sÁµÁ«eÕÁ£À, ¨sÁgÀwÃ
¥ÀæPÀ±À£À, ªÉÄÊ¸ÀÆgÀÄ
                        1994 ¨sÁµÉ ªÀÄÄvÀÄÛ ¨sÁµÁ«eÕÁ£À, ¨sÁgÀwÃ
          ¥ÀæPÀ±À£À. ªÉÄÊ¸ÀÆgÀÄ
azÁ£ÀAzÀªÀÄÆwð, JA.,   1973 ¨sÁµÁ«eÕÁ£ÀzÀ ªÀÄÆ®vÀvÀÛ÷éUÀ¼ÀÄ,
r.«.PÉ.ªÀÄÆwð, ªÉÄÊ¸ÀÆgÀÄ
£ÁUÀgÁdAiÀÄÄ ºÀ¥À   1966 ¨sÁµÁ«eÕÁ£À, r«PÉ ªÀÄÆwð, ªÉÄÊ¸ÀÆgÀÄ
©½Vj, JZï.J¸ï.,   1970 ªÀtð£ÁvÀäPÀ ªÁåPÀgÀtzÀ ªÀÄÆ®vÀvÀÛ÷éUÀ¼ÀÄ,
¨ÉAUÀ¼ÀÆgÀÄ
                        «±Àé«zÁå®AiÀÄ, ¨ÉAUÀ¼ÀÆgÀÄ
gÀ«ÃAzÀæ£ÁxÀï ©.PÉ.   2015 ¨sÁ¶PÀ ªÀiÁ£ÀªÀ±Á¸Ûç, ¹ÖçAUï°Ã¥ïsï
¥À©âPÉÃµÀ£Àïì, ªÉÄÊ¸ÀÆgÀÄ.
                        1995 ªÀgÀ¸ÉUÀ¼ÀÄ, PÀ£ÀßqÀ ¸ÀAWÀ, PÉæöÊ¸Ö
        PÁ¯ÉÃdÄ, ¨ÉAUÀ¼ÀÆgÀÄ

gÁeÉÃ±ÀéÀj ªÀÄºÉÃ±ÀégÀAiÀÄå   1987   DzsÀÄ¤PÀ ªÀtð£ÁvÀäPÀ
¨sÁµÁ«eÕÁ£À, ¸ÀªÀiÁd ¥ÀÄ¸ÀÛPÁ®AiÀÄ,
          zsÁgÀªÁqÀ

gÁªÀÄZÀAzÀæ, ¹. J¸ï.,   1999   PÀ£ÀßqÀ ¨sÁµÁ¯ ÉÆÃZÀÀ£À, ªÀiÁAVj
¥ÀæPÁ±À£À, ªÉÄÊ¸ÀÆgÀÄ

          2005   PÀ£ÀßqÀ ¨sÁµÁ D¯ ÉÆÃPÀ£Á, ¸ÁgÁ JAlgï
¥ÉæöÊ¸À¸ï, ªÉÄÊ¸ÀÆgÀÄ

±ÀAPÀgÀ¨sÀlÖ , r. J£ï.   1985   PÀ£ÀßqÀ ªÁPÀåUÀ¼ÀÄ, VÃvÁ§ÄPï ºË¸ï,
ªÉÄÊ¸ÀÆgÀÄ

          1999   PÀ£ÀßqÀ ±À§Ý gÀZÀ£É, PÀ£ÀßqÀ ¸ÀAWÀ,
PÉæöÊ¸ÀÖ PÁ¯ ÉÃdÄ, ¨ÉAUÀ¼ÀÆgÀÄ

¸ÉÆÃªÀÄ±ÉÃRgÀUËqÀ   2000   ¨sÁµÉ gÀZÀ£É ªÀÄävÀÄ §¼ÀPÉ, vÀ¼ÀÄÄQ£À
ªÉAPÀtÚAiÀÄå ¸ÁgÀPÀ

          UÀæxÀ«ªÀiÁ¯ É, ªÉÄÊ¸ÀÆgÀÄ

COURSE OUTCOMES :

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

1. Have insight into basic issues of linguistic semantics, including how linguistic expressions related to entities in the world, meaning relations between linguistic expressions, and the relation between meaning and truth.

2. Understand how and why language differs from other communication systems, and how language is employed to communicate various types of meaning.

3. Describe and analyze how people handle and exploit various semantic and pragmatic phenomena in everyday communication.

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3.2.   HISTORICAL LINGUISTICS (DSC)

MAIN OBJECTIVES OF THIS COURSE:

The present Course has been designed to provide a) An outline methods of Historical Linguistics b) A study of Historical Linguistics to lead one to understanding the general trends of change in Human Language in course of time. And also, to teach an outline of modern methods of comparative study of languages .The present study of comparative linguistics leads one to understand the general trends of change in related languages.

COURSE PEDAGOGY:

Classroom teaching will be using whiteboard and marker, PowerPoint presentation information and communication technology. One on one interaction or with small student numbers during tutorial classes. Student seminar paper presentation and also the student will be tested for their writing abilities to answer precise and essay type of questions.

COURSE CONTENT :

UNIT –I :   INTRODUCTION: Synchronic and diachronic approaches to Language; use of written records for historical studies; language classification; notion of language family. Criteria for identifying family relationships among languages; definition of the word

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

UNIT –II :   LINGUISTIC CHANGE: Sound changes; Neogrammarian theory; genesis and various types of regularity and spread of sound change, phonetic and phonemic change; split and merger, grammatical change, semantic change; lexical diffusion of sound change; : Linguistic borrowing- lexical and structural; motivation-Prestige and need; Classification of loan words-loan translation, loan blend, calques, assimilated and unassimilated loans.

UNIT –III :   RECONSTRUCTION: reconstructing the proto-stage of languages, internal reconstruction and comparative method- their scope and limitations, innovation and retention; sub grouping within a family; family tree and wave models

References:

Antilla, R.1972 **An Introduction to Historical & Comparative Linguistics**; New York; Macmillan.
Bhat, D.N.S. 1972 **Sound Change**; Poona; Poona Bhasha Prakashan.
Brian D. Joseph, Richard D. Janda (eds.) 2003. **The Handbook of Historical Linguistics**. Oxford: Blackwell.
Bynon, T. 1977 **Historical Linguistics**; CUP.
Campbell, Lyle. 2004. **Historical Linguistics: An Introduction**. Massachusetts: MIT Press.
Hoenigswald, H.M 1960 **Language Change & Linguistic Reconstruction**. Chicago: Chicago Univ. Press.
Hitchcock, C. 1998. **The Common Cause Principle in Historical Linguistics Philosophy of Science**, Vol. 65, No. 3 (Sep., 1998), pp. 425-447.
Hons Henric Hock. **Principles of historical linguistics**. Mouton De Gruyter.
Lehman, W.P 1962 **Historical Linguistics- An Introduction**; New York: Holt Rinchart & Winston.
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PÀÄ½î, eÉ. J¸ï.,   1973   LwºÁ¹PÀ ¨sÁµÁ«eÕÁ£À , ¹jUÀ£ÀßqÀ
¥ÀæPÁ±À£À, zsÁgÀªÁqÀ
PÀÈµÀÚgÁªï, PÉ.JA.,   1968   PÀ£ÀßqÀ ¨sÁµÁ ¸ÀégÀÆ¥À, GµÁ¸Á»vÀå
ªÀiÁ¯É, ªÉÄÊ¸ÀÆgÀÄ
PÉA¥ÉÃUÉÃqÀ, PÉ.,   1992   ¸ÁªÀiÁ£Àå ¨sÁµÁ«eÕÁ£À, ¨sÁgÀwÃ
¥ÀæPÁ±À£À, ªÉÄÊ¸ÀÆgÀÄ
                            1994   ¨sÁµÉ ªÀÄävÀÄÛ ¨sÁµÁ«eÕÁ£À, ¨sÁgÀwÃ
                                   ¥ÀæPÁ±À£À. ªÉÄÊ¸ÀÆgÀÄ
                            1981   ¨sÁµÁ¥ÀVÃðPÀgÀt, ¨sÁµÁ ¨sÁgÀwÃ ¥ÀæPÁ±À£À.
                                   ªÉÄÊ¸ÀÆgÀÄ
azÁ£ÀAzÀªÀÄÆwð, JA.,   1973   ¨sÁµÁ«eÕÁ£ÀzÀ ªÀÄÆ®vÀvÀÛ÷éUÀ¼ÀÄ,
r.«.PÉ.ªÀÄÆwð, ªÉÄÊ¸ÀÆgÀÄ

£ÁUÀgÁdAiÀÄå ºÀA¥À   1966   ¨sÁµÁ«eÕÁ£À, r«PÉ ªÀÄÆwð, ªÉÄÊ¸ÀÆgÀÄ

©½Vj, JZï.J¸ï.,   1970   ªÀtð£ÁvÀäPÀ ªÁåPÀgÀtzÀ ªÀÄÆ®vÀvÀÛ÷éUÀ¼ÀÄ, ¨ÉAUÀ¼ÀÆgÀÄ

         «±Àé«zÁå®AiÀÄ, ¨ÉAUÀ¼ÀÆgÀÄ

gÁeÉÃ±ÀéÀj ªÀÄºÉÃ±ÀégÀAiÀÄå   1987   DzsÀÄ¤PÀ ªÀtð£ÁvÀäPÀ ¨sÁµÁ«eÕÁ£À, ¸ÀªÀiÁd ¥ÀÄ¸ÀÛPÁ®AiÀÄ,

         zsÁgÀªÁqÀ

gÁªÀÄZÀAzÀæ, ¹. J¸ï.,   1999   PÀ£ÀßqÀ ¨sÁµÁ¯ ÉÆÃZÀ£À, ¥ÀiÁAVj ¥ÀæPÁ±À£À, ªÉÄÊ¸ÀÆgÀÄ

         2004   ZÁjwæPÀ ¨sÁµÁ«eÕÁ£À : ªÀÄÆ®vÀvÀÛ÷é ºÁUÀÆ «zsÁ£ÀUÀ½ÀÄ,

         ¸ÀgÁ JAlgï ¥ÉæöÊ¸ï, ªÉÄÊ¸ÀÆgÀÄ

¸ÉÆ¯ÂÀ±ÉÃRgÀUÉqÀ   2000   ¨sÁµÉ gÀZÀ£É ªÀÄvÀÛÛ §¼ÀPÉ, vÀ¼À¼ÀÄQ£À

ªÉAPÀtÚAiÀÄå ¸ÁågÀPÀ   UÀæAxÀªÀiÁ¯É, ªÉÄÊ¸ÀÆgÀÄ

COURSE OUTCOMES :

At the end of the course, the students will be able to
1. understand methods of Historical Linguistics and to the general trends of change in Human Language in course of time.
2. apply the techniques of reconstruction to language samples
3. explore the social and linguistic motivations for language change

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3.3 APPLIED LINGUISTICS (OEC)

MAIN OBJECTIVES OF THIS COURSE:
The main aim of this course is primarily intended to make the students aware of the Linguistic approach to language. Hence, unique elementary concepts of Applied Linguistics and an overview on the subject linguistics are briefly mentioned in this course. And also to introduce them to the various areas of Applied Linguistics.

COURSE PEDAGOGY:
Classroom teaching will be using whiteboard and marker, PowerPoint presentation information and communication technology. One on one interaction or with small student numbers during tutorial classes. Student seminar paper presentation and also the student will be tested for their writing abilities to answer precise and essay type of questions.

COURSE CONTENT:

UNIT – I: Nature and Scope of Applied Linguistics, Branches of Applied Linguistics – Language Learning Language Teaching, Language Planning, Translation, Speech therapy, Lexicography, etc., (in brief)

UNIT– II: Language learning and Psychology of language learning. language teaching; Purpose and methods of language teaching , Theories, types and craft of translation; problems in translation

UNIT –III language policy and planning; three processes of language planning – Modernization, Standardization and Graphisation- etc., Language disorder, diagnosis, monitoring and treatment of speech disorders. Lexicography: Lexicology and Lexicography; lexical units- Lexeme and Words. Types Dictionaries etc,.

BOOKS FOR REFERENCE

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CHOMSKY,N.,	1964	Current Issues in Linguistics, Mouton & Co,
THE HAGUE	1972	Language and Mind, NEWYORK
DULAY, H.; M. BUTT AND S. KRASHEN,	1982	Language two. OUP.
GASS, S.M. AND J. SACHACHTER, (ED)	1989.	Linguistic perspective on second language acquisition. Cambridge University Press
HALLIDAY,M.A.K..(ET AL).	1964	The linguistic science and language teaching., Longman London:
HOCKETT, C.F.,	1970	A Course in Modern Linguistics, Oxford & IBH Publishing co. NEWDELHI
LADO ROBERT.	1964	Language Teaching – A Scientific Approach, NEWYORK
STEVICK, R.W.	1976.	Memory, meaning and method. Newbury House.
VARSHNEY, R.L.,	1977	An Introductory Text book of Linguistics And Phonetics, Student store, BAREILLY
VERMA, S.K., & KRISHNASWAMY, N.,	1989	Modern Linguistics: An Introduction, Oxford University Press, NEWDELHI
WIDDOWSON, H.G.	1978	Teaching language as communication. Oxford: OUP.
PÀÄ½î, eÉ. J¸ï., ¥ÀæPÁ±À£À, zsÁgÀªÁqÀ	1971	ªÀtð£Áv ÀäPÀ ¨sÁµÁ«eÕÁ£À, ¹jUÀ£À ßqÀ
	1973	LwºÁ¹PÀ ¨sÁµÁ«eÕÁ£À, ¹jUÀ£À ßqÀ ¥ÀæPÁ±À£À, zsÁgÀªÁqÀ
PÉA¥ÉÃUÀ Ëqq À, PÉ., ¥ÀæPÁ±À£À, ªÉÄÊ¸ ÀÆgÀÄ	1992	¸Áª ÀÀiÁ£Àå ¨sÁµÁ«eÕÁ£À, ¨sÁgÀwÃ
	1994	¨sÁµÉ ªÀÄvÀÄ ¨sÁµÁ«eÕÁ£À, ¨sÁgÀwÃ ¥ÀæPÁ±À£À. ªÉÄÊ¸ ÀÆgÀÄ
azÁ£ÀAzÀ ªÀÄÆwð, JA., r.«.ªÀÄÆwð, ªÉÄÊ¸ ÀÆgÀÄ	1973	¨sÁµÁ«eÕÁ£ÀzÀ ªÀÄÆ®vÀÛ÷éUÀ¼À, ªÉÄÊ¸ ÀÆgÀÄ
£ÁUÀgÁdAiÀÄå, ºÀA¥À	1966	¨sÁµÁ«eÕÁ£À, r«PÉ ªÀÄÆwð, ªÉÄÊ¸ ÀÆgÀÄ
	1970	¨sÁµÉ, r.«.PÉ. ªÀÄÆwð, ªÉÄÊ¸ ÀÆgÀÄ
©½Vj, JZï.J¸ï., ¨ÉÄUÀ¼ÀÆgÀÄ	1970	ªÀtð£Áv ÀäPÀ ªÁåPÀgÀtzÀ ªÀÄÆ®vÀÛ÷éUÀ¼À,
		«±Àé«zÁå®AiÀÄ, ¨ÉÄUÀ¼ÀÆgÀÄ
gÁeÉÃ±À±ÉÃRj ªÀÄºÉÃ±À±ÉÃgÀ¹ÄAiÀÄ	1987	DzsÀÄ¤PÀ ªÀtð£Áv ÀäPÀ ¨sÁµÁ«eÕÁ£À, ¸ÀªÀiÁÄd ¥ÀÄ¸ÀÛPÀ®AiÀÄ,, zsÁgÀªÁqÀ
gÁªÀÄZÀAzÀæ, ¹. J¸ï., ¥ÀæPÁ±À£À, ªÉÄÊ¸ ÀÆgÀÄ	1999	PÀ£ÀßqÀ ¨sÁµÁ¯ ÉÆÃZÀ£É, ¸ÀiÁÄVj

2006 ZÁjwæPÀ ¨sÁµÁ«eÕÁ£À : ªÀÄÆ®vÀvÀÛ÷ ºÁUÀÆ
       «zsÁ£ÀUÀ¼ÀÄ, ¸ÁgÁ JÀlgï ¥ÉæöÊ¸À¸ï,
ªÉÄ¹¸À£À gÀÆ gÀÄÄÄ

2006 PÀ£ÀÀßqÀ ¨sÁµÁ D¯ÉÆÃPÀ£À, ¸ÁgÁ JÀlgï
¥ÉæöÊ¸À¸ï,ªÉÄ¹¸À£À gÀÄÄÄ

gÁ⁰ÀÄPÀÈµÀÚ, Dgï.,   1993 ⁰ÀiÁ£À⁰À±Á¸À¸Àüç, ZÉÃvÀ£À §ÄPï º˵ï,
ªÉÄ¹¸À£À gÀÄÄÄ

¸ÀÄ£Áⁿ⁰ÉÄÃ±À ¸ÀªÀzÀwÛ⁰ÀÄÄÄoÀ   1999 ¨sÁµÁ¯ ÉÃR, gÀÆ¥ÀgÀ²ä
¥ÀæPÀ±À£À, UÀÄ®âUÀð

¸ÉÆÃ⁰ÀÄ±ÉÃRgÀUÀUËqÀ   2000 ¨sÁµÉ gÀZÀ£À£É ⁰ÀÄvÀÄÄ §¼À⁰ÀPÉ, vÀ¼À¾ÄÄQ£À
       ⁰ÉAPÀtÚAiÀÄÄÄ² ¸ÁägÀPÀ, UÀæAxÀ⁰ÀÄÁ¯ É,
       ªÉÄ¹¸À£À gÀÄÄÄ

COURSE OUTCOMES :

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

1. To know various unique elementary concepts of Applied Linguistics.
2. To introduce them to the various areas of Applied Linguistics.
3. have an understanding of the key concepts in Applied Linguistics and be able to appreciate the interdisciplinary nature of Linguistics
4. identify an area within the field of Applied Linguistics for further research

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LINGUISTICS
IV   SEMESTER

TITLE OF THE COURSE

4.1 Pragmatics (DSC)

MAIN OBJECTIVES OF THIS PAPER:

To provide an introduction and background of pragmatics and to deal pragmatics under the light of sociolinguistics. To understand the background of the current research in Linguistics and Philosophy

COURSE PEDAGOGY :

Classroom teaching will be using whiteboard and marker, PowerPoint presentation information and communication technology. One on one interaction or with small student numbers during tutorial classes. Student seminar paper presentation and also the student will be tested for their writing abilities to answer precise and essay type of questions.

COURSE CONTENT :

UNIT I PRAGMATICS: Relationship between semantics and pragmatics Language Use in Context Model of Communication: Message Model and Inferential Model, Speech Acts ,Conversational Implicature and Grice's Maxims. Deixis and its types.

UNIT –II SENTENCE MEANING: Sentence and proposition, predicates, arguments and their participant roles, connectiveness, statements, contradictions, questions and variables, presupposition and focus, logical presupposition and entailment, truth value of propositions, paraphrase relations, analytical meaning of sentences.

UNIT –III   PRAGMATIC MEANING: Speech act analysis, illocutionary and precautionary acts, sincerity condition, conversational implicature, universe of discourse; social meaning of utterances, politeness and such other variables.

References:
Aijmer & Wichmann. 2012. Pragmatics. Rontledge : London.
Austin, J.L. 1962. (2nd ed. 1975). **How to do things with words.** Oxford: clarendon Press.
Berlin, . and Paul Kay. 1969. **Basic colour terms : Their Universality and Evolution.** Berkeley University of California Press
Chierchia, Gennaro and Sally McConnell-Ginet 2000. **Meaning and Grammar: An introduction to Semantics.** (Second Edition) Cambridge, Mass: MIT Press.
Davidson, Donald, 1984. **Inquiries into truth and interpretation.** Oxford: **Oxford University Press**.
Grice, H.P. 1978. "Further Notes on Logic and Conversation", in Peter Cole and Jeny
Morgan (eds.) **Syntax and Semantics**, Vol. 9: **Pragmatics**, 113-28. New York: Academic Press.
Hurford, James R. and Brendan Heasley. 1983. **Semantics: A Course Book.** Cambridge University Press.
Jackendoff, Ray. 1990. **Semantic Structure.** Cambridge, Mass: MIT Press.
Lakoff, George and Mark Johnson, 1980**. Metaphors we live by.** Chicago: University Press of Chicago Press.
Lappin, S. (ed). 1997. The Handbook of Contemporary Semantic Theory. Blackwell.
Levinson, Stephen C.1983.Pragmatics. Cambridge: CUP Archer, dawn;
Leech, Geoffrey N. 1981. (rev. ed. 1994). **Semantics.** Penguin.
Levinson, Stephen C. 2000. **Presumptive meanings: the theory of generalized conversational implicature**. Cambridge, Mass: Press.
Lyons, J. 1997. **Semantics Vol 1 & 2.** Cambridge University Press.
Pustejovsky, James (ed.) 1993. **Semantics and the Lexicon.** Dordrecht: Kluwer.
Saeed, John 1. 1997. **Semantic**. London: Blackwell.
Searle, John. 1969. **Speech Acts.** Cambridge University Press.CUP
PÉA¥ÉÃUËqÀ, PÉ.,   1992   ¸ÁªÀiÁ£Àå ¨sÁµÁ«eÕÁ£À, ¨sÁgÀwÃ ¥ÀæPÁ±À£À, ªÉÄÊ¸ÀÆgÀÄ
                1994   ¨sÁµÉ ªÀÄävÀÄÛ ¨sÁµÁ«eÕÁ£À, ¨sÁgÀwÃ ¥ÀæPÁ±À£À. ªÉÄÊ¸ÀÆgÀÄ
COURSE OUTCOMES :
At the end of the course, the students will be able to

1. Analyse society's day to day conversation

2. Know the demonstrable importance of the language usage

3. Pursue linguistics organization, particularly, principals of social interaction of various shorts of both a culture-specific and universal kind.

<div align="center">*****</div>

4.2 Sociolinguistics(DSC)

MAIN OBJECTIVES OF THIS PAPER:

The main objective of this paper is to provide the basic information of Language, Society and Culture.. It helps to understand the relationship between Language, Society and Culture. It also helps to understand the Social attitudes of the Language

COURSE PEDAGOGY :

Classroom teaching will be using whiteboard and marker, PowerPoint presentation information and communication technology. One on one interaction or with small student numbers during tutorial classes. Student seminar paper presentation and also **t**he student will be tested for their writing abilities to answer precise and essay type of questions.

COURSE CONTENT:

UNIT –I   Definition, Concepts and Frameworks: Defining sociolinguistics, subject matter of sociolinguistics, sociolinguistics and sociology of language, macro and micro sociolinguistics, defining speech community, verbal and speech repertoire, restricted and elaborated codes, verbal deficit hypothesis.

UNIT –II   Multilingualism and language contact: Bilinguals and bilingualism code-switching and mixing, language maintenance, shift and death, pidgin and creole, lingua franca, language loyalty, attitudes.Types of Linguistic variation: standard, non-standard, social, regional and stylistic, diaglossia.

UNIT –III   Sociolinguistics of Interaction: Communicative competence: ethnography of speaking, power and solidarity, linguistic politeness, intercultural communication, pronouns of power and solidarity, address terms.

Reading list:

References:
Coupland, N. Sarangi, S. and Candlin, C.N. (Eds.) 2001. *Sociolinguistics and Social Theory.* Harlow, England: Longman.
Coupland, N. and A. Jaworski (eds) 2009. *The New Sociolinguistic Reader*. Basington, UK, New York: Palgrave Macmillan.

Chambers, J.K. 2003. Sociolinguistic Theory: Linguistic Variation and its Social Significance. Oxford: Blackwell.

Coupland, Nikolas and Jaworski, Adam (eds.) 1997 Sociolinguistics: A Reader and Coursebook. Basingstoke: Macmillan

Dittmar, N. 1976. Foundations in sociolingistics. London: Edward Arnold.

Fasold, Ralph 1984. The Sociolinguistics of Society. Oxford: Blackwell

Fasold, Ralph 1990. The Sociolinguistics of Language. Oxford: Blackwell

Fishman, Joshua, (ed.) 1968. Readings in the Sociology of Language. The Hague: Mouton.

Holmes Janet 2001. An Introduction to Sociolinguistics. London: Longman.

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Labov, William, 2006. Social Stratification Language in New York City. Cambridge: CUP.

Meyerhoff, Miriam, 2006 , Introducing Sociolinguistics, London and New York: Routledge

Romaine, Susan, 1995, Bilingualism, Oxford: Blackwell

Stockwell, P. 2007. Sociolinguistics: A resource book for students. London & New York: Routledge.

Trudgill, Peter and CHESHIRE, Jenny (eds.) 1998 The Sociolinguistics Reader. Volume 1: Multilingualism and Variation. London: Arnold.

Trudgill, Peter. 1974. Sociolinguistics. Harmondsworth: Penguin.

Wardhaugh, Ronald 1997. An Introduction to Sociolinguistics. Oxford: Blackwell.

COURSE OUTCOMES :

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

1. Relate the social variables and linguistic variables

2. Describe the interdependence of language and society

3. Identify the language varities and Understand language attitudes

4.3 Interdisciplinary linguistics (OEC)

MAIN OBJECTIVES OF THIS PAPER:

To provide background of complicities of human language and to explore elements of language structure. To understand the relationship between language form, and meaning, language variation, and to trace the interrelationship between linguistics and other disciplines.

COURSE PEDAGOGY :

Classroom teaching will be using whiteboard and marker, PowerPoint presentation information and communication technology. One on one interaction or with small student numbers during tutorial classes. Student seminar paper presentation and also the student will be tested for their writing abilities to answer precise and essay type of questions.

COURSE CONTENT :

UNIT –I Nature and Scope of Interdisciplinary linguistics. Important branches of Interdisciplinary linguistics. Psycholinguistics, Psycholinguistics Basic Concepts: Basic issues in psycholinguistics, Sociolinguistics, Anthropological linguistics,

UNIT –II Basic Conccepts and issues in psycholinguistics, Sociolinguistics, Anthropological linguistics, Folk linguistics, Neuro linguistics,. Biological linguistics etc,.

UNIT –III Computational Linguistics, Stylistics, Language and Mass media: print and electronic, types of language used in mass media, impact of mass media on language etc.,

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¸ÁägÀPÀ UÀ æAxÀ ª ÀÀÄAzÀÀiÁ¯É, ªÉÄÊ¸ÀÆgÀÄ

COURSE OUTCOMES :
At the end of the course, the students will be able to

1. analyse communication in a practical way

2. to understand the linguistics relationship with other fields

3. apply linguistic knowledge to other fields