Kuvempu   University

NEW EDUCATION POLICY-2020

CURRICULAM FRAME WORK
FOR FOUR YEARS UNDER
GRADUATE PROGRAMME IN LINGUISTICS
FOR THE YEAR 2021-2022

ROGRAMME OBJECTIVES

1. Linguistics Programme focuses on comprehensive knowledge about language and its structure and use.

2. Comprehensive knowledge and understanding of major concepts, theoretical principles and

3. experimental findings in Linguistics and its different subfields (Phonetics, Phonology, Morphology, Syntax, Semantics, Sociolinguistics, Psycholinguistics and Historical

4. Linguistics/Language Change), and other related fields of study, including broader interdisciplinary subfields such as Philosophy, Psychology and Social Sciences.

5. Ability to use modern instrumentation for Linguistic analysis and descriptions.

6. This programme enables the students to approach Languages scientifically in terms of their structure and meaning. Further, this programme focuses on the technicality of employing the language in fields such as Business, Computer Science, Translation, Culture, Teaching, and Learning, Psychology and Dictionary Making.

7. This programme has been engineered to help Tribal Societies by studying and documenting their language and Culture.

PROGRAMME OUTCOMES

On successful completion of this programme, each student will be able to:

1. Approach Languages scientifically in terms of their structure, meaning and focuses on comprehensive knowledge about language and its structure and use.
2. Understand and articulate general issues concerning the nature & function of language. These include the basic mechanisms common to all languages: The domains of phonetics, phonology, morphology, syntax, semantics, and pragmatics.
3. Analyze specific sounds & understand the systematic properties of the sound system.
4. Compare and contrast languages in terms of systematic differences in phonetics, phonology, morphology, syntax, semantics, and pragmatics.
5. Understand and analyze the link between language and various dimensions of culture.
6. Understanding the cognitive and social dimensions of first and second language acquisition.
7. Understanding of the principles of first and second language acquisition and to apply them in appropriate contexts.

8. Understanding of the individual processes and strategies that affect the way people acquire and use first and second languages.
9. Knowledge of how people acquire first and second languages and the implications for schooling and educational policy.
10. Understanding of the social functions of language and the roles they play in culture.
11. Understanding and appreciation of how language and communication work to affect the socio-cultural world.
12. Understand, appreciate and analyze the role of language in everyday interactions.
13. Understanding of the values associated with ways of speaking and their social and personal consequences.
14. Acquire knowledge of contemporary issues in language policy and the ability to take a public and professional role in these issues.
15. Understanding of language variation, including historical and social and regional dialects.
16. Understanding of the equality of all linguistic codes (languages, dialects, varieties, etc.).
17. Evaluate and adapt current language teaching methodologies.
18. Apply appropriate knowledge of language testing and language proficiency assessment.
19. Contribute to curriculum planning and program evaluation.
20. Ability to understand and evaluate current research methodologies and how they are applied to problems in linguistics.

PROGRAMME PEDAGOGY:

☐ Classroom teaching will be using whiteboard and marker, PowerPoint presentation information and communication technology

☐ Conceptual Knowledge Lectures and demonstrations

☐ Theoretical disciplinary knowledge Lectures and demonstrations

☐ Methodological and analytical knowledge Lectures and demonstrations

☐ One on one interaction or with small student numbers during tutorial classes

☐ Student seminar paper presentation in each semester

☐ The student will be tested for their writing abilities to answer precise and essay type of questions

☐ Project/ dissertation work on a small research problem and every student will be subjected viva voce examination by external examiners

☐ Invited talks from eminent scholars

Suggestive Guidelines for Continuous Internal Assessment
And Semester End Examination

Total Lesson Units of Each Paper – 03 Units
(Including Preliminary Introduction, Theoretical description)

Note: Examination Marks (Theory)   : 60 Marks
       Internal Assessment   : 40 Marks

       Maximum Marks for Each Paper   : 100 Marks

DETAILS OF INTERNAL ASSESSMENT:

Internal Assessment will be done as follows for each paper for ALL SEMESTERS

Test	Duration	Marks
TEST C-1	At the end of 2nd month of the every semester (ONE HOUR)	10
TEST C-2	At the end of 4nd Month of the every semester (ONE HOUR)	10
C-1	Continuous Assessment during the First 2 Months (Tutorial seminar Assignments)	05
C-2	Continuous Assessment during the Last 2 Months (Tutorial seminar Assignments)	05
C-1	Seminar	05
C-2	Assessment	05
	TOTAL MARKS	40
C-3	At the end of the Each Semester, Examination of 3hr duration will be conducted for 60 marks	60
	TOTAL MARKS	100

Model Question paper pattern for Four years B.A.degree in LINGUISTICS 2021

Model Question Paper

Max Time: 3 hrs   Max Marks: 60

10x3 = 30

1. Answer any three questions. All questions carry equal marks.

a)

b)

c)

d)

e)

2. Answer any four questions. All questions carry equal marks.   4x5= 20

a)

b)

c)

d)

e)

f)

3. Answer any five questions. All questions carry equal marks.   5x2 = 10

a)

b)

c)

d)

e)

f)

g)

A. Program Structure

Proposed Scheme of Teaching **&** Evaluation **LINGUISTICS** as Core Subject

**Semester I**									
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	S E E	C I E	Total Marks	Duration of Exam	Credits
1	BA. 1.1	Introduction to Linguistics	DSC	3+0+0	60	40	100	3	3
2	BA. 1.2	Phonetics &Phonology	DSC	3+0+0	60	40	100	3	3
3	BA. 1.3	Introduction to Language and Culture	OEC	3+0+0	60	40	100	3	3
	**Sub –Total (A)**				**180**	**120**	**300**		**9**

**Semester II**									
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SE E	CIE	Total Marks	Duration of Exam	Credits
4	BA. 2.1	Morphology	DSC	3+0+0	60	40	100	3	3
5	BA. 2.2	Syntax	DSC	3+0+0	60	40	100	3	3
6	BA. 2.3	General Linguistics	OEC	3+0+0	60	40	100	3	3
	**Sub –Total (B)**				**180**	**120**	**300**		**9**

EXIT OPTION WITH CERTIFICATION – with ability to solve well defined problems

Semester III									
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Duration of Exam	Credits
7	BA. 3.1	Semantics	DSC	3+0+0	60	40	100	3	3
8	BA. 3.2	Historical and Comparative Linguistics	DSC	3+0+0	60	40	100	3	3
9	BA. 3.3	Applied Linguistics	OEC	3+0+0	60	40	100	3	3
Sub –Total (C)					180	120	300		9

Semester IV									
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Duration of Exam	Credits
10	BA. 4.1	Pragmatics	DSC	3+0+0	60	40	100	3	3
11	BA. 4.2	Sociolinguistics	DSC	3+0+0	60	40	100	3	3
12	BA. 4.3	Interdisciplinary Linguistics	OEC	3+0+0	60	40	100	3	3
Sub –Total (D)					180	120	300		9

EXIT OPTION WITH DIPLOMA – Ability to solve broadly defined problems.

				Semester V					
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Duration of Exam	Credits
13	BA.5.1	Research Methodology	DSC	3+2+0	60	40	100	3	4
14	BA.5.2	Language and Media	DSC	3+2+0	60	40	100	3	4
15	BA.5.3	Dialectology	DSC	3+2+0	60	40	100	3	4
16	BA.5.4 Elective	Lexicography	DSE – 1	3+0+0	60	40	100	3	3
17	BA.5.6 Elective	Kannada Linguistics	Vocational – 1	1+2+2	60	40	100	3	3
Sub –Total (E)					300	200	500		18

				Semester VI					
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Duration of Exam	Credits
18	BA.6.1	Language Families in India	DSC	3+2+0	60	40	100	3	4
19	BA.6.2	Language Planning and Policy in India	DSC	3+2+0	60	40	100	3	4
20	BA.6.3 Elective	English Linguistics	DSE–2	3+2+0	60	40	100	3	4
21	BA.6.4 Elective	Endangered Languages	Vocational-2	3+0+0	60	40	100	3	3
22	BA.6.5 Elective	Translation Studies	SEC–SB	1+2+2	60	40	100	3	3
Sub –Total (F)					300	200	500		18
Grand Total – Degree					1320	880	2200		72

EXIT OPTION WITH BACHELOR DEGREE

Ability to solve complex problems that are ill- structured requiring multi-disciplinary skills to solve them.

**Semester VII**
Sl. No.	Course Code	Title of the Course	Category of Courses	Teachin gHours per Week (L+T+P)	SEE	CIE	Total Marks	Duratio n of Exam	Credits
23	BA.7.1	Language and Folklore	DSC	3+2+0	60	40	100	3	4
24	BA.7.2	Field Linguistics	DSC	3+2+0	60	40	100	3	4
25	BA.7.3	Psycho-Linguistics	DSE – 3	3+0+0	60	40	100	3	3
26	BA.7.4	Anthropological Linguistics	DSE – 4	3+0+0	60	40	100	3	3
27	BA.7.5	Language Teaching	Vocatio nal-3	2+2+0	60	40	100	3	3
28	BA.7.6	Discourse Analysis	-	2+2+0	60	40	100	3	3
	**Sub –Total (G)**	**360**	**240**	**600**		**20**

**Semester VIII**
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Mark s	Durati on of Exam	Credits
29	BA.8.1	Dravidian Linguistics Typology	DSC	3+2+0	60	40	100	3	4
30	BA.8.2	Computational Linguistics	DSC	3+2+0	60	40	100	3	4
31	BA.8.3	Contrastive Linguistics and Error Analysis	DSC	2+0+2	60	40	100	3	3
32	BA.8.4	Stylistics	DSC	2+0+2	60	40	100	3	3
33	BA.8.5	Research Projects/ Internship with Viva – voce OR Two Courses from the Selected Elective Group 8.5 (A) & 8.5 (B)	-	-	50	50	100	3	6
			DSE-5	3+1+0	60*	40*	100*	3	3*
			DSE-6	3+1+0	60*	40*	100*	3	3*
	**Sub –Total (H)**	**290/ 120***	**210/ 80***	**500/ 200***		**20/ 06***
	**Grand Total – Degree**	**2070/ 120***	**1330/ 80***	**3400/ 200***		**112/ 06***

∗ Students who do not opt Research Project / Internship shall take two elective courses such as 8.5 (A) & 8.5 (B). SubTotal (H) and Grand Totals Honors vary accordingly.

BACHELOR DEGREE WITH HONORS – Experience of workplace problem solving in the form of internship orresearch experience preparing for higher education or entrepreneurship experience.

Note:

> One Hour of Lecture is equal to 1 Credit.

> Two Hour of Tutorial is equal to 1 Credit (Except Languages).

> Two Hours of Practical is equal to 1 Credit

Acronyms Expanded

> AECC : Ability Enhancement Compulsory Course

> DSC © : Discipline Specific Core (Course)

> SEC-SB/VB : Skill Enhancement Course-Skill Based/Value Based

> OEC : Open Elective Course

> DSE : Discipline Specific Elective

> SEE : Semester End Examination

> CIE : Continuous Internal Evaluation

> L+T+P : Lecture + Tutorial + Practical(s)

Note: Practical Classes may be conducted in the Business Lab or in Computer Lab or in Class room depending on the requirement. One batch of students should not exceed half (i.e., 5 0 or less than 50 students) of the number of students in each class/section. 2 Hours of Practical Class is equal to 1 Hour of Teaching, however, whenever it is conducted for the entire class (i.e., more than 50 students) 2 Hours of Practical Class is equal to 1 Hours of Teaching.

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LINGUISTICS
FIRST SEMESTER
</div>

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 Language and Communication: Human and non-human communication; verbal and non-verbal communication; language, mind and society; language-independent and language-dependant semiotic system; language structure and language structure and language system; speech and writing. Language Structure: The concept of linguistic sign; syntagmatic and paradigmatic relation; langue and parole; competence and performance; etic and emic; form and substance.

Unit-2 Linguistic Analysis: Basic concepts in phonetics and phonology Phonetics vs. phonology, phoneme and archiphoneme; basic concepts in morphology; morpheme and morphemic processes; inflectional and derivational processes. Grammatical categories; form-classes, gender, person, number, case, tense, aspect, mood; three models of linguistic description.

Unit-3 Language Classification and Language Change: Language families; genetic, typological and areal classification; synchronic and diachronic approaches; types of language change.

References:
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Pí« £ÁgÁAiìt	2019	¨Áµ£ PÉRqì «±kzÁª®Aiì, °A¦
Pí« £ÁgÁAiìt	2010	vÆEAqìªÃªì (¸ÀÄ¥Àìì ,5,6,7,8,10) §gÈPì ¥ÈPÉAUï, ¨ÀÄ¼ÀEgì
r.J£ï,J¸ï ¨ìï	2010	ªÀw£ìM¼ÀÙì À0 ¨ÁµÁ ¥ÈPÁ±Èì °UÆEÃqì
Pì®ÀÑõ, JA.JA.,	1989	PÉRqì £Áªì«eÑ£Á zÁgì°Áqì
PÁ¥ÀUÉqì Pì,	1992	¸ÁªÀÁ£ï ¨ÀµÁ«eÑ£Á ¨ÁgìvÀ ¥ÈPÁ±Èì ªÀ¸ÆEgì
VgìÀUÆEÃ«AzÀgÁdì,	1995	PÉRqì qÆUÆEÃ¹AiìÁ, PÉRqì «±kzÁª®Aiì, °A¦
gkÀÃAzìÉÁxï ©.Pì	2015	¨Á¶Pì ªÀ£ÉÃPÀ¸Á¸Àì ¹ÀUÀï°Á¥ï ¥ÈPÁµÀÉ¨ï, ªÀ¸ÆEgì.
gÁÀNPÀµÀÚ Dgï.,	1993	ªÀ£ÉÃPÀ¸Àì zÁvÉEì §ÀÃPï °É¸ï, ªÀ¸ÆEgì
gÁÀÌZÀÄzÀæ ¹. J¸ï.,	1999	PÉRqì ¨ÀµÁ¯ÉÃZÀEì ªÀAAVj ¥ÈPÁ±Èì ªÀ¸ÆEgì
«°À ªÀÁqì	1987	d£È¥Àzì ¨ÀµÁ«eÑ£Á zÁgì°Áqì
¸ÀUìPÀÃ±ì¸ï Pï¯ìÀìPÀ¸Àì	1999	¨ÀµÁ¯ÄR, gìÉ¥Àgÿ ¥ÈPÁ±Èì Uì®ÀÙð
¸ÆEÃ¥ì±ÀRgÀ¸ÆEgì	2000	¨ÀµÁ£ìgÁzìÉ ªÀvÀÄ §¼¼Pì vÉ4ÀÄ0Eì ªÁPÀÄÉAiìÁ ¸ÁgÀPì Uì¸ÀxÁ¯ÄÃÐì¯ì ªÀ¸ÆEgì

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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1.2 Phonetics 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 Articulatory Phonetics; Mechanism of speech production; Organs of Speech;Air Stream Mechanism; Oro-nasal process; Phonation process. Classification of speech sounds: Major classes; vowels, consonants, liquids and glides; place and manner of articulation; Cardinal Vowels; Monophthongs and diphthongs; syllable and syllabification; Complex articulation/ coarticulation; suprasegmentals: Rhythm, stress, intonation; tone languages. Phonetic transcription: IPA, broad and narrow transcription; transliteration.Acoustic Phonetics: Sound Waves; Frequency, period and amplitude; Pitch and Loudness; Fundamental Frequency and Harmonics.

Unit-2 Phonetics vs phonology; phone, phoneme and allophones; minimal pairs; phonemic norms; discovery procedures, pattern and symmetry; phonological reality of units and boundaries; biuniqueness, neutralization and free variation; morphophonemic alternations.

Unit-3 Generative phonology; distinctive features; feature system; rule ordering Level of Phonological Representation; linear and non-linear phonological representations. Phonological processes

References:
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Pf« £ÁgÁAiÀt	2019	¨ÁµÉ PÉÌqÀ«±kzÁå®AiÀ, °À¦
Pf« £ÁgÁAiÀt	2010	vÉÆAqâª£âª£ (¸À¥À¯ ,5,6,7,8,10) §gÀªÀ¥PÉPAUï, ¨ÁUÀ¼ÀEgÀ
r.J£ï,J¸ï ¨mï	2010	âAw£À¤M¼UÀ¶ Àõ ¨ÁµÁ ¥PÁ±Êñ °ÚÉñÉqÀ
PÀ½¡ eï J¸ï.,	1971	âtÕÉ£ÁvÀPÀ ¨ÁµÁ«eñÉñ ¹jUÉñqÀ ¥PÁ±Êñ zÁgÀ¥ÁqÀ
PÁ¥ÁUÉqÀ Pf,	1978	zÀ«eñÉñ ¨ÁµÁ¨ÁgÀ¼ÀÃ, ªÀÍ¸KgÀ
	1980	zÀaÀÁ«eñÉñ, ¨ÁµÁ¨ÁgÀ¼ÀÃ, ªÀÍ¸KgÀ
azÁ£ÀzÀ¥À¼Æwõ, JA.,	1973	¨ÁµÁ«eñÉñzÀ aÀÆ®vvÀ¼ÀUÀ, r.«.Pf aÀÆwõ, ªÀÍ¸KgÀ
£ÁUÀgÁdAiÀ¸ °À¥À¼	1966	¨ÁµÁ«eñÉñ r«Pf aÀÆwõ, ªÀÍ¸KgÀ
©½Vj, JZï.J¸ï.,	1970	âtÕÉ£ÁvÀPÀ ªÁ¥UÀtzÀ aÀÆ®vvÀ¼ÀUÀ, ¨ÁUÀ¼ÀEgÀ «±kzÁå®AiÀ, ¨ÁUÀ¼ÀEgÀ
gkÃAZÉÁÁxï ©.Pf	2015	¨Á¶PÀ aÀ¼À£À¶ ¸À¸¯ ¹ÀUï°À¥ï ¥PÀPÁµÉ¸¡, ªÀÍ¸KgÀ.
gÁeÃ±À aÀ°À°±gÀAiÀ¸	1987	DzÀ¤¤PÀ âtÕÉ£ÁvÀPÀ ¨ÁµÁ«eñÉñ ¸À¥ÀÁd ¥À¸ÀÁ®AiÀ, zÁgÀ¥ÁqÀ
gÁ¤ÀÃPÀÅ¸ Dgï.	1999	¨ÁµÁ«eñÉÃ «°ÁgÀ vÀd¹À ¥PÁ±Êñ ªÀÍ¸KgÀ
	2006	¨ÁµÁ ¸À¥¸zÀ ²aÀÆvÀ¥PÁ±Êñ ªÀÍ¸KgÀ
gÁ¤ÀZÀÁzÀ ¹. J¸ï.,	1999	PÉÌqÀ ¨ÁµÁ¯ÉÃÀ¶zÉñ âtÁÁVj ¥PÁ±Êñ ªÀÍ¸KgÀ
	2005	PÉÌqÀ ¨ÁµÁ D¯ÉÃÂPÉÁ, ¸ÀÁgÀ JAI gï¥ÉÉ¸¸ï, ªÀÍ¸KgÀ
¸ÉÃÂaÀ±±RgÀÄËqÀ	2000	¨ÁµÉ gÉÌ¶£É âtÀÍÀ §¼ÀPÉ vÀ¼ÀtÁÉ£ âtPÀÁtÁiÀÁ ¸ÁgÀPÀ UÀÁx¥ÀÁ¯{ âtÀ¸KgÀ
¸ÀAUÀ¥ÀÁ¸À ¸À¥Áz¡gÀ¥ÀÁoÀ	1999	¨ÁµÁ¯ÀR, gÀÍ¥É¥ÀbÀä ¥PÁ±Êñ UÀÁ®UÀÄÄ
¸ÉÃÂaÀ±±RgÀÄËqÀ	2000	¨ÁµÉ gÉÌ¶£É âtÀÍÀ §¼ÀPÉ vÀ¼ÀtÁÉ£ âtPÀÁtÁiÀÁ ¸ÁgÀPÀ UÀÁx¥ÀÁ¯{ âtÀ¸KgÀ

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, Standard Language, Speech Community, Linguistic Structure And Social Structure, Linguistic Change And Social Change Etc. The Role Of Language in Culture, The Place Of Language In Society, Etc.,

BOOKS FOR REFERENCE

BELL,R.T.,   1976   Sociolinguistics
BEN AMOS DAN   1982   Towards a definition of Folklore in Folklore in Context,
                                    South Asian publishers, NEWDELHI
BRIGHT,W.,   1966   Sociolinguistics
DASWANI,C.J.,   1978   Sociolinguistic survey of Indian Sindhi
& PARCHANI,S.,
DIL, A.S.,   1973   Language in Social groups
DITTMAR,N.,   1976   Sociolinguistics
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 &	1971	Structural Models in Folklore and Transformational
MARANDA, P.,	Essays	
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

Pí« £ÁgÁÁiÀt	2019	¨ÁµÉ PÉÃqÀ «±ÀéPÉÃĵÀ, °À¦
Pí« £ÁgÁÁiÀt	2010	vÉÃAiÀÄ£ÁªÀÃ¯À (¸À¥À¯ ,5,6,7,8,10) §gÀ ¥À¥ÉÃAUï, ¨ÀÃUÀ¼ÀÃgÀ
r.J£ï.J¸ï ¨Àí	2010	ªÀÃw£À M¼ÀÃ Á÷ ¨ÁµÁ ¥ÀÃ±À °Ãu£ÃqÀ

PÞ®Àvõ, JA.JA.,	1989	PÉÃqÀ £Á®«eÀÃ£À zÁgÀ¥Àa
PÁ¥À¼ÀÃUÉqÀ Pí,	1992	¸ÁªÀÃ£À ¨ÁµÀÁ«eÀÃ£À ¨ÁgÀÀvÃ ¥ÀÃ±À ªÀÃ¸ÀÃgÀ
Vgï0ÀÃ¸À«AzÀgÁdÀ,	1995	PÉÃqÀ qÀûÉÃ¹AiÀÄÀ, PÉÃqÀ «±ÀéPÉÃĵÀ, °À¦
gk²ÃAz£ÁxÄ ©.Pí	2015	¨À¶PÀ ªÀ®£À¦PÀ¸À̧Ä ¹̧Uï°Ã¥ï ¥À©PÀµÉï, ªÀ̧Ãgk.
gÁ²À¥ÀjÀ̧À Dgï.,	1993	ªÀ®£À¦PÀ¸À̧Ä ZÀÃvÀ̧À §À¥ï °É ï, ªÀ̧Ãgk
gÁ²ÀZÀAzÀ ¹. J ï.,	1999	PÉÃqÀ ¨ÁµÁ¯ÉÃZÀ£À ªÀ̧ÀÃVj ¥À±À±À ªÀ̧Ãgk
«°Ã ªÀ̧ÁqÀ	1987	dûÀ¥À²À ¨ÁµÁ«eÀÃ£À zÁgÀ¥Àa
¸À̧Uï¯Ã±À ¸ÀP̧zÀ¼ªÀ¥ÀoÀ	1999	¨ÁµÁ¯ÀÃR, gÀ±É¥ÀgÀ ¥À±À±À UÀ®Uï°ÀÃ
¸ÀÃ²ÀÁ±À±ÀÃRgÀUÀ¯Ã±À	2000	¨ÁµÀÄ gÀ¿ÀÃ£À ¢ÀvÄÜ§¼À̧ï, vÀ̧ÃQÀ£À ±ÀÁ¥ÀkÀÃiÀ̧Ä ¸ÀÃgÀ¥À
		UÀ¥À¥À̧Ä¯À̄ï ªÀ̧Ãgk

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 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 Basic Concepts: Simple and complex words; root, stem, word; free and bound morphemes; prefixes, suffixes and infixes, zero morpheme; invariant words; open versus closed class words. Compounds: Type of compounds; formal vs. semantic classification; Endo-centric and Exo-centric compounds

Unit-2 Word Formation Rules: Phonological changes; intra and inter categorical morphology; backformation; item and arrangement; word and paradigm; item and process; concatenation; cliticization; sandhi.

Unit-3 Morphology-syntax interface: Words and phrase; new morphology; actual and potential words; words and idioms; proverbs.

References:
Aronoff, M. 1976. **Word formation in generative grammar.**Cambridge. Mass: MIT Press.
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.
Booij, Geert (2005). *The grammar of words*. Oxford: Oxford University Press.
Disciullo, A.M. and Williams E. 1987.**On the definition of word.**Cambridge, Mass.: MIT Press.
_____.1994.**Morphology by itself: Stems and Inflectional classes.** Cambridge, Mass: MIT Press.
 Fabregas, A. and Sergio, Scalise. 2012. *Morphology: From Data to Theories.* Edinburgh: Edinburgh University Press.
Gleason, H.A. 1961. *An Introduction to Descriptive Linguistics*. New York: Holt, Rinchart and Winston.
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Lieber, R. 2010. *Introducing Morphology*. Cambridge: Cambridge University Press.
Mathews, P.H. 1972. **Inflectional Morphology.**Cambridge, Cambridge University Press.
_____. 1974. **Morphology: An introduction to the theory of word structure.** Cambridge, Cambridge University Press.
Mel'cuk, Igor A. 2006. *Aspects of the theory of morphology*. Berlin: Mouton.
Spencer, A. 1991.**Morphological Theory.**Oxford: Basil Blackwell.
Singh, R. and Agnihotri, R.K. 1997. **Hindi Morphology: A word based description.** Delhi :MotilalBanarsidass

Pí« £ÁgÁAiÀt	2019	¨Áµ£ PEÀqÀ «±zÁ®°AiÀ, °À¦
Pí« £ÁgÁAiÀt	2010	vÆÀAqÀªÃªÀ, (À¥À ,5,6,7,8,10) §gÌ ¥Ì°¯ÀAUï, ¨ÀUÀ¼ÆEgÀ
PÌ½¡, eÉ J¸ï.,	1971	ªÀtõÆ£ÁvÀPÀ ¨ÁµÁ«eÆ£À, ¹jUÉ¸Àqï ¥PÀ±ÀEÀ zÁgÀP°Àqï
PÀ¥À¥Ã£ÀUÉqÀ Pí,	1992	¸Áª¡ÀEÀ ¨ÁµÁ«eÆ£À, ¨ÁgÌwÃ ¥PÀ±ÀEÀ ª¸É¯EÀgÀ
	1994	¨Áµ£ ªÀÀiÀÂ ¨ÁµÁ«eÆ£À, ¨ÁgÌwÃ ¥PÀ±ÀEÀ ªÀ¸É¯EÀgÀ
azÁ£ÀÀzÀ¥ÀiÀÆwõ, JÀ.,	1973	¸ÁµÁ«eÆ£ÀÀz ªÀ¼Æ®vÀÂz£À, r.«.PÌ ªÀÆwõ, ªÀ¸É¯EÀgÀ
£ÁÀU¸ÀdÀAiÀÂ °À¥À	1966	¸ÁµÁ«eÆ£À r «Pí ªÀÆwõ, ªÀ¸É¯EÀgÀ
©½Vj¸ JZï.JÀ.J¸ï.,	1970	ªÀtõÆ£ÁvÀPÀ ªÀÁPÀUÀ£À¥ÀtzÀ ªÀÆ®vÀ£À, ¨ÀUÀ¼EÀgÀ
		«±zÁ®°AiÀ, ¨ÀUÀ¼EÀgÀ
gÁeÃ±À ªÀÀ°Å£ÀgÀAiÀÂ	1987	DzÀ¤PÀ ªÀtõÆ£ÁvÀPÀ ¨ÁµÁ«eÆ£À, ¸ÀPÌÀd ¥À¸À ¥À®ÀAiÀ, zÁgÀP°Àqï
gÁ²P¦À¯À Dgï.	1999	¨ÁµÁ«eÁÉEÀ «°±ÀÁgÀ vÆdÀ¹À ¥PÀ±ÀEÀ ªÀ¸É¯EÀgÀ
	2006	¨ÁµÁ ¸ÀÀ¥À¼À, ²ÀPÀvÀË¥PÀ±ÀEÀ ªÀ¸É¯EÀgÀ
gÁ²PÀ¥Àzï ¹. JÀ¸ï.,	1999	PEÀqÀ ¨Á¸ÀÆEÀ¯ÀZÀEÀ ªÀÁAÀVj ¥PÀ±ÀEÀ ªÀ¸É¯EÀgÀ
	2005	PEÀqÀ ¨ÁµÁ Dü¯ÁÅ¤PÀ¸À, ÀÁgÀ JAÌ gï ¥Àæ¸Ì¸À, ªÀ¸É¯EÀgÀ
±À¥ÀÀgÀ¡À Oï, r. JÀ£ï.	1985	PEÀqÀ ªÀ¥À®ÀUÀÀ, VÀvÀvÀÁ§À¥Àï °É¸À, ªÀ¸É¯EÀgÀ
	1999	PEÀqÀ ±À§ÀÏ gÀ£Æ°É¡À PEÀqÀ ¸ÀÀAÀ ¥À¸ÀÀ¥À¼À¸À, ¨ÀUÀ¼EÀgÀ

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 Phrase Structure Grammar and Transformational Grammar :Constituency and Constituency Tests- Phrase Structure grammar- inadequacy of PS grammars; transformations-deep and surface structure (the Aspects model). Rules and Constraints on Rules: Types of Rules: Phrase Structure Rules, Transformations, and Interpretive Rules; Types of transformational operation: movement, deletion, insertion – constraints on rules: the Ross constraint.

Unit-2 The Theory of Government and Binding: Universal Grammar, the Innateness Hypothesis; Principles and parameters – D-structure, S- structure, PF and LF (the GB model); the projection principle; movement and trace; anaphors, pronouns, Referring expressions and the binding principles – c-command;

Unit-3 Thematic (theta) roles: agent, patient or theme, experience, goal etc. The theta criterion – Case (structural and inherent), Case assignment, the Case Filter; bounding theory (subjacency) – PRO and the control.

References:

Culicover, P.W.1976. **Syntax**. London: Academic Press.
Culicover, P.W.1997. **Principles and Parameters: An Introduction to Syntactic Theory**, Oxford: Oxford University Press.
Fabb, N. 1994.**Sentence Structure**. London: Routledge.
Freidin, R. 1992. **Foundations of Generative Syntax**. Cambridge, Massachusetts: MIT Press.
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Haegeman, L. 1992. **Introduction to Government and Binding Theory**. London: Blackwell. (2nd edition)
Haegeman, L. &Gueron, J. 1999.**English Grammar: A Generative Perspective**. London: Blackwell.

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Radford, A. 1988. **Transformational Grammar**. Cambridge University Press.

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Chomsky Noam. 1963. Syntactic Structure.

Riemsdijk, H. Van & Williams, E. 1986.**Introduction to the Theory of Grammar**. Cambridge, Massachusetts: MIT Press.

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

Pí« £ÁgÁAiìt	2019	¨Áµí PÈÅqì «±kzÁá®Aiì, °ì¦
Pí« £ÁgÁAiìt	2010	vÆEAqìªÊ̪ì (̮A¥ìI ,5,6,7,8,10) §gíPì¥ÍP²AUï, ¨ÁU¼Æg̀
r.J£ï,J ̧ï ¨ìí	2010	ªìÁw£ìM¼UÌI ÌẰ ¨Áµ́ ¥ÍPÁ±Èì °UÆÃqì
Pì½¦ e£́ J ̧ï.,	1971	ªìtõ£ÁvÍPì ¨Áµí«eÅ£́, ¹jUÈÅqì¥ÍPÁ±Èì zÁgíPÁqì
PÍA¥ÃUÆqì Pí,	1992	̧Á̪ìÁ£́ ¨Áµí«eÅ£́ ¨Ágìvì ¥ÍPÁ±Èì ªÅ̧ÆgÌ
	1994	¨Áµí ªìvÌÚ ¨Áµí«eÅ£́ ¨Ágìvì ¥ÍPÁ±Èì ªÅ̧ÆgÌ
azÁ£ìAzìPìÆwõ, JA.,	1973	¨Áµí«eÅ£ìzì ªÌÆ®vÌvÌÚ¼ì, r.«.Pí ªÌÆwõ, ªÅ̧ÆgÌ
£ÁUìgÁdAiìì °ì¥ì	1966	¨Áµí«eÅ£́ r«Pí ªÌÆwõ, ªÅ̧ÆgÌ
©½Vj ̧ JZï.J ̧ï.,	1970	ªìtõ£ÁvÍPì ªÁPìgÌtzì ªÌÆ®vÌvÌÚ¼ì, ¨ÁU¼ÆgÌ
		«±kzÁá®Aiì, ¨ÁU¼ÆgÌ
	1995	ªìgì̧Ù¼ì, PÈÅqì ̧AWì Pɼ̀ÐPÁ¯ÃdÌ, ¨ÁU¼ÆgÌ
gÁeì±ì ª̀°Å±ìgÌAiìì	1987	DzÌì¤Pì ªìtõ£ÁvÍPì ¨Áµí«eÅ£́ ̧íPìÁd ¥Ì ̧PÁ®Aiì, zÁgíPÁqì
gÁªÌPìµÐ Dgï.	1999	¨Áµí«eÅ£́ «°ÁgÌ vÅd¹ì ¥ÍPÁ±Èì ªÅ̧ÆgÌ
	2006	¨Áµí ̧ì¥ìzì ²ìPìvÌ¥ÍPÁ±Èì ªÅ̧ÆgÌ
gÁªÌZìAzìì ¹. J ̧ï.,	1999	PÈÅqì ¨Áµí ̄ÆÃ̈̈zÈì ªìÁAVj ¥ÍPÁ±Èì ªÅ̧ÆgÌ
	2005	PÈÅqì ¨Áµí D ̄ÆÃPÈÁ, ¨ÁgÌ JAI gï ¥Åí̧ ̧ï, ªÅ̧ÆgÌ
±ìAPìgì ̀ì Ö, r. J£ì.	1985	PÈÅqì ªÁPìgÌtì, VÃvÁ§ÁPÌ °É ̧ï, ªÅ̧ÆgÌ
	1999	PÈÅqì ±ì§Ÿ gÌZị̀ PÈÅqì ̧AWì Pɼ̀ÐPÁ¯ÃdÌ, ¨ÁU¼ÆgÌ
̧Æêªì¼ìÅRgÌÆqì	2000	¨Áµí gÌZị̀ ªìvÌÚ §¼ìPí vỊ̀¼Q£í ªÌAPìtÁiì̀Ì ̧ÁgìPì
		Ùx̀Pì̈Á ̄́ ªÅ̧ÆgÌ

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: An Introduction (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: Definitions, nature and Scope of Linguistics, Uses of Linguistics, Broad branches of Linguistics – General linguistics, Applied linguistics and inter disciplinary linguistics. **General Linguistics:** Nature and Scope of General Linguistics, Branches of General Linguistics - **Descriptive Linguistics** Nature and scope of descriptive linguistics. Levels of Linguistic analysis.

Unit –2 : Historical Linguistics and Comparative 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,

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.

Unit –3 : Inter Disciplinary Linguistics;
Psycholinguistics, Sociolinguistics, Philosophy, Anthropological linguistics, Folk linguistics, ,Computational linguistics, Neuro linguistics,. Biological linguistics, etc,

BOOKS FOR REFERENCE

ABERCROMBIE, D., 1964 Elements of General Phonetics, Edinburgh University Press, EDINBURGH

ARLOTTA, ANTONY., 1972 Introduction to Historical Linguistics, USA

BLOCH, B. & TRAGER, G.L,1942 An Outline of Linguistic Analysis, LSA, Baltimore, USA

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DINNEEN, F.P., 1967 An Introduction to General Linguistics. Rinehert and Wonston,Inc., NEWYORK

FALK, S.J., 1978 Linguistics and Language, John Wiley and Sons, NEWYORK

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

GREENBERG, J., 1968 Anthropological Linguistics, Random House, NEWYORK

1971 Language , Culture and Communication, California University Press, STANFORD

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HOCKETT, C.F., 1970 A Course in Modern Linguistics, Oxford & IBH Publishing co. NEWDELHI

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LEHMANN, W.P., 1962 Historical Linguistics – An Introduction, NEWYORK

LYONS, J., 1968 An Introduction to Theoretical Linguistics, Cambridge University, LONDON Language and Linguistics, (Reprint) Cambridge University, LONDON

MATTHEWS, P.H., 1974 Morphology, Cambridge University Press, CAMBRIDGE

NIDA, E.A., 1949 Morphology, Michigan University, Press, MICHIGAN

ROBINS, R.H., 1972 General Linguistics – An Introductory Survey, Longman, LONDON

SAMARIN, W.J., 1967 Field Linguistics, Rinohert & Winston, NEWYORK

VARSHNEY, R.L., 1977 An Introductory Text book of Linguistics

And Phonetics, Student store, BAREILLY

VERMA, S.K., &   1989   Modern Linguistics: An Introduction, Oxford KRISHNASWAMY, N.,
                               University Press, NEWDELHI

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

PÀ½¿ eÃ J¸ï.,   1971   ²ÀvÀ°Á«¥ÀÄ ¨ÁµÁ«eÁ£À ¹jUÉÃqÀ ¥ÉÃ±É£À zÁgÀªÁqÀ

---------   1973   LwºÁ¹PÀ ¨ÁµÁ«eÁ£À ¹jUÉÃqÀ ¥ÉÃ±É£À zÁgÀªÁqÀ

PÀ¥Á£ÀÛqÀ Pï,   1992   ¸Á½ÀÁ£À ¨ÁµÁ«eÁ£À ¨ÁgÀvÀ ¥ÉÃ±À£À ªÉÄ¸ÀÆgÀ

 --------   1994   ¨ÁµÉ ²ÀvÀ£ÀÄ ¨ÁµÁ«eÁ£À ¨ÁgÀvÀ ¥ÉÃ±À£À ªÉÄ¸ÀÆgÀ

azÁ£À£À¥ÀÃwõ, JA.,   1973   ¨ÁµÁ«eÁ£ÀzÀ ªÀÄ®«ÀHñ, r.«.PÀ¥ÀÃwõ, ªÀÄ¸ÀÆgÀ

£ÁUÀ¨ÁdAiÀÄ °À¥À   1966   ¨ÁµÁ«eÁ£À r«Pï ¥ÀÃwõ, ªÀÄ¸ÀÆgÀ

 --------   1970   ¨ÁµÉ r«.Pï ¥ÀÃwõ , ªÀÄ¸ÀÆgÀ

©½ªVj¸, JZï.J¸ï.,   1970   ²ÀvÀ°Á«¥À ²ÁPÀ¼ÀvzÀ ¥ÀÃ«ÀHñ, ¨ÁUÀ¼ÀÆgÀ
                               «±ÀkzÁ°ÀAiÀ, ¨ÁUÀ¼ÀÆgÀ

gkÄÃAz¤£Áxï ©.Pï   2015   ¨À¶Pï ¥ÀÁ£À¥ÀÀ£À ¹ÀUï°Ã¥Àï ¥ÀºÀPÀµÀïï, ªÀÄ¸ÀÆgÀ

gÁ±À£À±À ²Àº°ÀvÀgÀwªÀ   1987   Dz¤¤Pï ²ÀvÀ°Á«¥À ¨ÁµÁ«eÁ£À ¸ÀPÀÁd ¥À¸À¥ÀÃ°ÀwõÀ, zÁgÀªÁqÀ

gÁªÀ£ÀZÀAz£À ¹. J¸ï., 1999   PÉÃ¸ÀÀqÀ ¨ÁµÁ¨ÉÃZÀ£À ²À£ÀAVj ¥ÀÃ±À£À ªÉÄ¸ÀÆgÀ

¸ÉÃ²ÀÁ±ÀÄRgÀ¸ÀÆÃqÀ   2000   ¨ÁµÉ gÀ¥À£ÀÀ§½Pï vÀªÀ®OÉ£À ²ÀPÀHtÀAiÀÄ ¸ÁgÀgÀ U¸x¥À®À¯Ã£ ²ÀÄ¸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

I. LIST OF COURSES (ONLY INDICATIVE) FOR CURRICULUM FRAMEWORK OF 1-4 YEARS UG PROGRAMME IN LINGUISTICS

II. Skill Enhancement Courses	
Sl.No.	Name of the Courses
1.	Understanding Human Language
2.	Linguistic Analysis of Languages
3.	Training in Phonetic Transcription
5.	Basics of field Linguistics
6.	Understanding Concepts of Translation
7.	Understanding Concepts of Language Acquisition and Intervention

III. Ability Enhancement Compulsory Courses	
Sl. No.	**Name of the Courses**
1.	Languages – 1: Kannada/Hindi/Urdu/Sanskrit/Others
2.	Languages – 2: English/Others
3.	Environmental Science
4.	Indian Constitution
	Others (if any)

2. CHOICE BASED CREDIT SYSTEM (CBCS) STRUCTURE

Four Year Multidisciplinary Undergraduate Program follows the choice based credit system (CBCS), which is in practice globally in all the Universities and Colleges at present. CBCS is an internationally acknowledged system, not only offers opportunities and avenues to learn core subjects but also explore additional avenues of learning beyond the core subjects for holistic development of an individual.

The choice based credit system has been adopted to make undergraduate education 'student centric' rather than 'system centric' or 'teacher centric'. It is to create a holistic curriculum. Thus, in addition to dedicated focus on a discipline through core papers, elective papers have been added which would give students the freedom to choose the allied/applied/broad areas of their discipline and also the areas of other disciplines of their interest. Further, aligning with the vision of the Government, special emphasis has been given to ability enhancement and skill development courses. Students will have complete freedom to choose these courses from a pool.

As per the choice based credit system, each course shall carry certain number of credits.

Credits normally represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as number of contact hours, the course content, teaching methodology, learning expectations, etc. In the proposed progammes, the credits shall be based on the number of instructional hours per week, generally 1 credit per hour of instruction in theory and 1 credit for 2 hours of practical or project work or internship per week. All courses that include Language, Ability Enhancement, Core and Elective courses in Major and Minor Specialization, Research based learning, Project/ Practical/ Internships are assigned credits. Based on these, an average of around 24 credits per semester and a total of around 192 credits per under- graduate honors degree program are assigned.

Implementation of Choice Based Credit System (CBCS)

i).   The Choice Based Credit System (CBCS) shall be followed in all the Universities/ Institutions and the stakeholders follow common minimum curriculum and syllabi of the core papers as suggested by the GEC/ NHERC. The allowed deviation from the syllabi shall be as stipulated by these agencies and SHERC.

ii). The universities are allowed to design their own syllabi for the core and elective papers subject to point no. 1. The GEC/ NHERC may prepare a list of elective papers but the universities may further add to the list of elective papers they want to offer as per the need, expertise and the facilities available.

iii). Number of Core papers for all Universities has to be same for both UG and PG courses to enable credits transfer and mobility.

iv). Credit score earned by a student for any course shall be included in the student's overall score tally irrespective of whether the course is offered by the parent university (degree awarding university/institute) or not.

v). Ability Enhancement (AE) Courses be divided into two categories:
a) AE Compulsory Courses (AEC): The universities may have common curriculum for these papers. There may be one paper each at least in the 1st two semesters viz. (i) English/ Communication, (ii) Environmental Science;

b) Skill Enhancement Courses (SEC): The universities may offer from a common pool of papers listed by GEC/ NHERC or the universities may frame some papers, in addition to the list suggested by GEC/ NHERC.

vi). An undergraduate degree with Honours in a discipline may be awarded if a student completes 14 Core Courses in that Discipline, a minimum of 10 courses under the category of Discipline Specific Electives, Generic Electives, Minor Discipline and Vocational Courses, 2 Language Courses, 2 Ability Enhancement Courses (AEC), a minimum of 2 Skill Enhancement Courses (SEC) and 2 Extra Curricular Activities (ECA), ensuring that the total credits earned is not less than 184 credits.

vii). The credit(s) for each theory paper/practical/tutorial/project/dissertation will be as per the norms followed globally. The suggestive details are given in Tables in the Appendix in these regulations.

viii). Wherever a University requires that an applicant for a particular Masters/ Technical/ Professional course should have studied a specific discipline at the undergraduate level, it is suggested that obtaining 84 credits in the concerned discipline at the undergraduate level may be deemed sufficient to satisfy such a requirement for admission to the Masters/ Technical/ Professional Programme.

3. THE CATEGORY OF COURSES AND THEIR DESCRIPTIONS

1	**Languages**	Languages provide the medium of fresh and free thinking, expression and clarity in thought and speech. It forms as a foundation for learning other courses. Helps fluent communication. In addition to English, a candidate shall opt for any of the languages studied at the Pre- University or equivalent level.
2	**Foundation Courses/Ability Enhancement Courses (AECC)**	Foundation Courses enable students to develop a deeper sense of commitment to oneself and to the society and nation largely. These courses will supplement in better understanding of how to integrate knowledge to application into a society. Ability enhancement courses are the generic skill courses which are basic and needed to all to pursue any career. These courses ensure progression across all careers.
3	**Skill Development Courses/ Vocational Courses (SDC/VOC)**	Skill Enhancement/Development courses are to promote skills pertaining to a particular field of study. The purpose of these courses is to provide students life-skills in hands-on mode so as to increase their employ ability/ Self-employment. The objective is to integrate discipline related skills in a holistic manner with general education. These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge. Each University has complete freedom to suggest their own papers under this category based on their expertise, specialization, Requirements, scope and need.
4	**Discipline based Introductory Courses**	Introductory courses bridge the gap for a student if he/she has not got a basic groundwork in a specific area of discipline.
5	**Major Discipline Core Courses (MDCC)**	A Major discipline is the field in which a student focuses during the course of his/her degree. A course in a discipline, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. The core courses aim to cover the basics that a student is expected to imbibe in that particular discipline. They provide fundamental knowledge and expertise to produce competent, creative graduates with a strong scientific, technical and academic acumen. The courses under this category are to be taught uniformly across all universities with minimum deviation. The purpose of fixing core courses is to ensure that all the institutions follow a minimum common curriculum so that each institution adheres to a common minimum standard which makes credit transfer and mobility of students easier
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6	**Major Discipline Elective Courses (MDEC)**	Elective Course is a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or enables an exposure to some other discipline/ subject/domain or which nurtures the candidate's proficiency/skill.

		Elective courses offered under the main discipline are referred to as Discipline Specific Electives. These courses provide more depth within the discipline itself or within a component of the discipline and provide advanced knowledge and expertise in an area of the discipline. The institutions have freedom to have their own courses based on their expertise, specialization, requirements, scope and need. The elective courses may be of interdisciplinary nature
7	**Minor Discipline Courses (MDC)**	A Minor Discipline is a secondary specialization that one may choose to pursue in addition to a Major Discipline. They may be related areas of studies or two distinct areas of studies which are not interrelated at well.
8	**Generic Elective Courses (GEC)**	Generic Elective Courses are courses chosen from an unrelated discipline/ subject, with an intention to seek exposure beyond discipline/s of choice. The purpose of these is to offer the students the option to explore disciplines of interest beyond the choices they make in Core and Discipline Specific Elective Courses. Note: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Electives.
9	**Project work/ Dissertation/ Internship/ Entrepreneurship**	Project work is considered as a special course involving application of knowledge in solving / analyzing / exploring a real life situation / difficult problem/ data analysis. Project Work has the intention to provide research competencies at Undergraduate level. It enables to acquire special/ advanced knowledge through supplement / support study to a project work. Candidates shall carry out project work on his/her own with an advisory support by a faculty member to produce a dissertation/ project report. Internship/ Entrepreneurship shall be an integral part of the Curriculum.
10	**Extra-Curricular Activities / Co- curricular and Extension Activities (ECA)**	These activities help in character building, spiritual growth, physical growth, etc. They facilitate development of various domains of mind and personality such as intellectual, emotional, social, moral and aesthetic developments. Creativity, Enthusiasm, and Positive thinking are some of the facets of personality development and the outcomes of these activities.

1.   Salient Features of the Proposed Four Years Multidisciplinary Undergraduate Programme with Multiple Entry and Exit Options

a) The program shall be structured in a semester mode with multiple exit options with Certification, Diploma and Basic Bachelor Degree at the completion of first, second and third years, respectively. The candidate who completes the four years Undergraduate Program, either in one stretch or through multiple exits and re-entries would get a Bachelor's degree with Honours.

b) The four year undergraduate Honours degree holders with research component and a suitable grade are eligible to enter the 'Doctoral (Ph.D.) Program' in a relevant discipline or to enter Two Semester Master's Degree programme with project work'.

c) Candidates who wish to enter the masters/doctoral programme in a discipline other than the major discipline studied at the undergraduate programmes, have to take additional courses in the new discipline to meet the requirement or to make up the gap between the requirement and the courses already studied.

d) There may be parallel five year integrated Master's degree programmes with exit options at the completion of third and fourth years, with the undergraduate basic degree and undergraduate Honours degree in a discipline, respectively.

e) There may also be an integrated doctoral programme with exit options at the end of the fourth and fifth years with the Bachelor degree with Honours and the Master's degree, respectively.

f) The students who exit with Certification, Diploma and Basic Bachelor Degree shall be eligible to re-enter the Programme at the exit level to complete the programme or to complete the next level. The candidates may have a maximum of two exit options or lateral entries to complete the programme.

g) The Multidisciplinary Undergraduate Programme may help in the improvement of all the educational outcomes, with a flexible and imaginative curricular approach. The program provides for both breadth and depth in diverse areas of knowledge. A range of courses are offered with rigorous exposure to multiple disciplines and areas, while specializing in one or two areas. The programme fulfils knowledge, vocational, professional and skill requirements alongside humanities and arts, social, physical and life sciences, mathematics, sports etc.

h) The curriculum combines conceptual knowledge with practical engagement and understanding that has relevant real world application through practical laboratory work, field work, internships, workshops and research projects.

i) A few courses are common to all students which contribute to the breadth of study and two areas of specialization in disciplinary areas provides for depth of study.

j) The areas of specialization which the Students are required to choose are either one or two disciplines/subjects or a 'major' (e.g. History or Economics or Philosophy or Physics or Mathematics) and an area of additional discipline called 'minor' (e.g. Music or Sports or Geography). Students gain deep disciplinary knowledge through theory and practical experiences in their area of specialization (major). They gain a reasonable understanding of the area of additional study (minor) that they choose. Students can choose subject combinations across0 'streams'(e.g. a student can choose a 'major' in physics and combine it with a 'minor' in history or Music or Sports). One of the disciplines can also be a vocational subject or Teacher Education.

k) The students may study two disciplines at the same level or breadth up to the sixth semester and choose one of them for study in the fourth year to obtain the Honours degree in that discipline. A student who wishes to get dual degrees may repeat the fourth year of the program in the second discipline.

l) The students may choose one discipline and vocational subject or Teacher Education for their study in the undergraduate program. This will enable them to get an Honours degree either in the discipline or in the vocational subject/Teacher Education or both, in the discipline and in the vocational subject/Teacher Education.

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m) Skills shall be explicitly integrated, highly visible, taught in context, and have explicit assessment. The skills shall include abilities in language and communication, working in diverse teams, critical thinking, problem solving, data analysis and life skills

n) Students shall be given options to choose courses from a basket of courses which the institution is capable of offering. There shall be no rigidity of combination of subjects.

5. FOUR ALTERNATE OPTIONS OF STUDY TO MAKE THE COURSE MORE BROAD BASED

Option 1	Single Discipline Major along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses including the Extracurricular Activities (Co-curricular and Extension Activities)
Option 2	One Major and one Minor Discipline along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses including the Extra curricular Activities
Option 3	Two Major Disciplines along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses, including the Extracurricular Activities
Option 4	One Major Discipline and One Vocation Discipline along with Languages, Generic Electives, Ability Enhancement and Skill Development and Courses including Extracurricular Activities.

Sd/-

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