

Diploma in Clinical Linguistics (DCL)

Syllabus

Program Code: BU – DCL



2025 – 2026 Onwards

BHARATHIAR UNIVERSITY

(A State University, Accredited with “A++” Grade by NAAC,

Ranked 15th among Indian Universities by MHRD-NIRF,

World Ranking : Times - 801-1000, Shanghai - 901-1000, URAP - 982)

Coimbatore - 641 046, Tamil Nadu, India

BHARATHIAR UNIVERSITY, COIMBATORE - 641 046
DEPARTMENT OF LINGUISTICS

VISION

Bestow globally comparable quality education on youth, embodied with character building, to invoke the University's motto "Educate to Elevate" and uphold the secular ideals of the nation as envisioned by Mahakavi Subramania Bharathiar.

MISSION

- To be innovative and inclusive, committed to excelling in teaching, research and knowledge transfer and to serving the social, cultural and economic needs of the nation.
- To innovate and offer academic programmes in various disciplines through synergistic interaction with the industry and society.
- To impart knowledge and skills and to provide a learning environment to acquire attitudes to students and equip them to face the emerging challenges of the knowledge era.
- To provide equal opportunity to women students, differently abled, and minorities and prepare them to be equal partners in accomplishing the scientific and technological demands of the nation.
- To contribute to the advancement of knowledge through applied research leading to newer products and processes.
- To prepare the students to work for societal transformation with a commitment to justice and equality and emerge as job providers.
- To inculcate in students a global vision with skills of international competence.

TITLE OF THE PROGRAM: DIPLOMA IN CLINICAL LINGUISTICS

DURATION

- **Minimum Duration:** One Year (Two Semesters)
- **Maximum Duration:** Two years (with provision for Re-registration if required)

CREDIT DISTRIBUTION: Total Credits: 40 credits (as per UGC credit framework)

ELIGIBILITY: 12 (HSC) or equivalent from a recognized board unless otherwise specified.

MEDIUM OF INSTRUCTION: English

MODE OF LEARNING : ODL/OL

• Open and Distance Learning (ODL)

The programme shall be conducted through remote learning using a blend of print and digital learning materials, supplemented by occasional Personal Contact Program (PCP) sessions to facilitate learner interaction and academic support.

• Online Mode: (OL)

The programme shall be conducted using digital learning materials, supplemented by 12 hours / course (mandatory) of Interactive Live Lectures (online sessions) to facilitate learner interaction and academic support.

FEES STRUCTURE

Fee structure as approved by the Centre for Distance and Online Education, Bharathiar University, Coimbatore.

ATTENDANCE

| Particulars | Requirement for Certificate Programme | Requirement for Diploma Programme |
|--|---------------------------------------|-----------------------------------|
| Number of Personal Contact Programs (PCPs) | 12 PCPs | 12 PCPs |
| Duration of Each PCP | 6 Hours per PCP | 6 Hours per PCP |
| Total Contact Hours | 12 Hours per course (60 hours) | 12 Hours per course (120 hours) |
| Total study hours of learners | 60 Hours | 120 Hours |
| Mandatory Participation | 75% in each course | 75% in each course |

REQUIREMENT TO APPEAR FOR THE EXAMINATIONS

A candidate enrolled for the programme must have the minimum period of attendance in theory and practical classes prescribed to appear for the examinations with the fees prescribed and fulfills all other conditions stipulated from time to time.

CONDITIONS TO APPEAR FOR THE EXAMINATIONS

The learner appearing for the examination for the first time should register for all the course by remitting the fee

ODL

- **First Appearance:** Learners appearing for the examination for the first time shall register for all the prescribed courses of that semester by remitting the requisite examination fee.
- **Examination Centre:** Learners must specify their preferred examination centre in the examination application form. Once selected, the examination centre cannot be changed under any circumstances.
- **E-Hall Ticket:** Learners shall download their E-Hall Tickets from the University website and obtain the signature of the Chief Superintendent of the opted examination centre upon submission of their valid identity card. This process must be completed during the three working days preceding the commencement of the examinations.

OL

- **First Appearance:** Learners appearing for the examination for the first time shall register for all the prescribed courses of that semester by remitting the requisite examination fee.
- **E-Hall Ticket:** Learners shall download their E-Hall Tickets from the University website for the examination and write the examinations through online mode.
- **Examination :** The learners can download the question paper and scan & upload their answer script from their registered user id.

EVALUATION PATTERN

a. **Distribution of Marks in Continuous Internal Assessments (CIA):** 25% weightage

The following procedure shall be followed for awarding internal marks for theory courses.

| | |
|---|-----------------|
| Continuous Internal Assessment (CIA) Test | 15 Marks |
| Assignment / Seminar | 05 Marks |
| Participation | 05 Marks |
| Total | 25 Marks |

1. CIA Test and Question Pattern :

Two Continuous Internal Assessments (CIA-I & CIA II) must be conducted. Better of the TWO will be counted for Test Marks (10 Marks)

| | |
|--|-------------------------|
| Section A – Objective Question | 4 x1 = 4 marks |
| Section B – Short Answer Questions Essay Type (Either or type) | 2 x 5 = 10 marks |
| Section C – Long Answer Questions Essay Type (Either or type) | 2x 8 = 16 marks |

2. Assignments/ Seminar.

Assignments (I/II)/ Better of the TWO will be counted for Assignment Marks (5 Marks)
OR Seminar will be conducted for 5 Marks.

3. Participation (which includes attendance) – 5 Marks

b. Practical (4 Credits) – At the end of Each Semester

- Practical (100 marks) - **Internal – 25 Marks & External – 75 Marks**

c. End-Semester Examination (ESE): 75% weightage

ODL Mode and Duration of Examinations

- 1. Mode of Examination:** All examinations (Pen-Paper) shall be conducted offline at designated physical locations such as the University campus or approved Learner Support Centres (LSCs), under the supervision of duly appointed invigilators and as per the fixed examination schedule notified by the University.
- 2. Duration:** Each examination shall be of **Three (3) hours'** duration, covering both theoretical concepts and their practical applications.

OL Mode and Duration of Examinations

- 1. Mode of Examination:** All examinations shall be conducted through an online/proctored computer-based examination pen-and-paper methods) under the supervision of duly appointed invigilators and as per the fixed examination schedule notified by the University.
- 2. Duration:** Each examination shall be of three (3) hours' duration, covering both theoretical concepts and their practical applications.

Distribution of marks in the End-Semester Examination - Question Paper Pattern:

| Section | Type of question | No. of questions | Marks | Total |
|----------------|------------------------------|--|--------------|--------------|
| A | Objective Question | 10 (Compulsory) Two from each Unit | 1 | 10 |
| B | Short Essay (300 words each) | 5 out of 5 (Either or Type) Two from each Unit | 5 | 25 |
| C | Essay Type (1000 words each) | 5 Questions (Either or Type) Two from each Unit | 8 | 40 |
| | | | Total | 75 |

d. Passing Criteria:

- Minimum 40% passing marks (Internal + External) in each course.
- Minimum 30% is mandatory in External Examination.
- Minimum 40% passing marks in practical / project component
- Aggregate of 40% marks required for successful completion of the diploma programme.

e. Grading System : (As per 10-point UGC Credit Framework)

The following table gives the marks, grade points, letter, grades and classification to Indicate the

performance of the candidate.

For the entire programme:

- CGPA = Sum of the multiplication of grade points by the credits of the entire programme / Sum of the credits of the courses for the entire programme.

$$\text{Cumulative Grade Point Average [CGPA]} = \frac{\sum n \sum i C_{ni} G_{ni}}{\sum n \sum i C_{ni}}$$

| RANGE | CGPA | Grade | Classification of Result |
|--------|-----------------------------|-----------------|-------------------------------|
| 95-100 | 9.5-10.0 | O ⁺ | First Class- Exemplary* |
| 90-94 | 9.0 and above but below 9.5 | O | |
| 85-89 | 8.5 and above but below 9.0 | D ⁺⁺ | First Class with Distinction* |
| 80-84 | 8.0 and above but below 8.5 | D ⁺ | |
| 75-79 | 7.5 and above but below 8.0 | D | |
| 70-74 | 7.0 and above but below 7.5 | A ⁺⁺ | First Class |
| 65-69 | 6.5 and above but below 7.0 | A ⁺ | |
| 60-64 | 6.0 and above but below 6.5 | A | |
| 55-59 | 5.5 and above but below 6.0 | B ⁺ | Second Class |
| 50-54 | 5.0 and above but below 5.5 | B | |
| 45-49 | 4.5 and above but below 5.0 | C ⁺ | Third Class |
| 40-44 | 4.0 and above but below 4.5 | C | |
| 0-39 | 0.0 and above but below 4.0 | U | Re-appear |

- A candidate who has passed all the courses in the first appearance within the prescribed duration of the diploma programmes and secured a CGPA of 9 to 10 and equivalent grades “O” or “O⁺” in Core and Project courses shall be placed in the category of “**First Class – Exemplary**”.
- A candidate who has passed all the courses in the first appearance within the prescribed duration of the Diploma programmes and secured a CGPA of 7.5 to 9 and equivalent grades “D” or “D⁺” or “D⁺⁺” in Core and Project courses shall be placed in the category of “**First Class with Distinction**”.
- A candidate who has passed all the courses of the Diploma programmes and secured a CGPA of 6 to 7.4 and equivalent grades “A” or “A⁺” or “A⁺⁺” in Core and Project courses shall be declared to have passed in “**First Class**”.
- A candidate who has passed all the courses examination of the Diploma programmes and secured a CGPA of 5.0 to 5.9 and equivalent grades “B” or “B⁺” in Core and Project courses shall be declared to have passed in “**Second Class**”.
- A candidate who has passed all the courses examination of the Diploma programmes and secured a CGPA of 4.0 to 4.9 and equivalent grades “C” or “C⁺” in Core and Project courses shall be declared to have passed in “**Third Class**”.

BHARATHIAR UNIVERSITY, COIMBATORE 641 046

LINGUISTICS, CDOE, BU

(For the Candidates admitted during the academic year 2025-2026 onwards)

PROGRAMME STRUCTURE

| Course Code | Title of the Course | Hours | | | Maximum Marks | | |
|------------------------|--|-----------|-----------|-----------|---------------|------------|-------------|
| | | Credits | Theory | Practical | CIA | ESE | Total |
| FIRST SEMESTER | | | | | | | |
| DCL 11A | FOUNDATION OF LINGUISTICS AND CLINICAL LINGUISTICS | 4 | 12 | | 25 | 75 | 100 |
| DCL 12B | INTRODUCTION TO SPEECH-LANGUAGE DEVELOPMENT AND DISORDER | 4 | 12 | | 25 | 75 | 100 |
| DCL 13C | LINGUISTIC THEORY AND APPLICATION IN CLINICAL PRACTICE | 4 | 12 | | 25 | 75 | 100 |
| DCL 14D | METHODOLOGICAL APPROACHES TO CLINICAL LINGUISTIC RESEARCH | 4 | 12 | | 25 | 75 | 100 |
| DCL 15E | TOOLS AND TECHNIQUES FOR ASSESSMENT OF SPEECH AND LANGUAGE DISORDER | 4 | 12 | | 25 | 75 | 100 |
| Total | | 20 | 60 | | 125 | 375 | 500 |
| SECOND SEMESTER | | | | | | | |
| DCL 21A | CLINICAL POPULATIONS, SPEECH AND LANGUAGE CHARACTERISTICS | 4 | 12 | | 25 | 75 | 100 |
| DCL 22B | INTERVENTION FOR COMMUNICATION DISORDER | 4 | 12 | | 25 | 75 | 100 |
| DCL 23C | INTERFACES BETWEEN PSYCHOLINGUISTICS, NEUROLINGUISTICS, AND CLINICAL LINGUISTICS | 4 | 12 | | 25 | 75 | 100 |
| DCL 24D | TECHNOLOGY AND CLINICAL LINGUISTICS | 4 | 12 | | 25 | 75 | 100 |
| DCL 25E | PROJECT (Practical) | 4 | 12 | | 25 | 75 | 100 |
| Total | | 20 | 12 | | 125 | 375 | 500 |
| Grand Total | | 40 | 60 | | 250 | 750 | 1000 |

| SEMESTER | CREDIT | MARKS |
|---------------|-----------|-------------|
| FIRST | 20 | 500 |
| SECOND | 20 | 500 |
| TOTAL | 40 | 1000 |

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

These are broader goals describing what graduates are expected to achieve a few years after completing the diploma — typically in their professional careers, community roles, and lifelong learning. The graduates will

| | |
|------|---|
| PE01 | Develop a solid foundation in core linguistic concepts and their clinical applications. |
| PE02 | Acquire comprehensive knowledge of speech and language development across the lifespan. |
| PE03 | Gain the ability to identify, analyze, and interpret communication disorders using linguistic principles. |
| PE04 | Attain competency in clinical observation, assessment, and documentation practices |
| PE05 | Demonstrate skill in applying linguistic theories to real-world clinical decision-making |
| PE06 | Pursue advanced education or training in speech-language sciences or related disciplines. |
| PE07 | Engage in evidence-based clinical practices rooted in scientific inquiry. |
| PE08 | Cultivate ethical, professional, and culturally sensitive conduct in clinical environments. |
| PE09 | Employ research-based methodology to solve communication-related problems |
| PE10 | Demonstrate teamwork, leadership, and collaborative skills in multidisciplinary settings. |
| PE11 | Adapt to emerging technologies, tools, and trends in clinical linguistics. |
| PE12 | Commit to lifelong learning and continual skill development in linguistics and communication sciences |

PROGRAMME OUTCOMES (POs)

| | |
|---|---|
| On successful completion of the Dip. Clinical Linguistics program, the students will be able to | |
| PO 01 | Explain fundamental linguistic concepts and their relevance to clinical contexts |
| PO 02 | Describe normal speech and language development and identify deviations. |
| PO 03 | Apply linguistic frameworks to assess speech and language disorders. |
| PO 04 | Conduct phonetic, phonological, syntactic, semantic, and pragmatic analysis of communication. |
| PO 05 | Use appropriate tools, tests, and techniques for clinical assessment. |
| PO 06 | Interpret clinical data and prepare structured evaluation reports. |
| PO 07 | Develop intervention ideas based on linguistic principles and client needs. |
| PO 08 | Demonstrate effective communication with clients, caregivers, and interdisciplinary teams. |
| PO 09 | Apply ethical principles and maintain confidentiality during clinical practice. |
| PO 10 | Utilize modern technology and software relevant to speech and language analysis. |

PROGRAM SPECIFIC OUTCOMES (PSOs)

| PROGRAM SPECIFIC OUTCOMES (PSOs) | |
|--|---|
| After successful completion of the Dip. Clinical Linguistics program, the students are expected to | |
| PSO 01 | Apply linguistic knowledge directly to the assessment and description of communication disorders. |
| PSO 02 | Analyze speech samples using phonetic and acoustic tools |
| PSO 03 | Identify language impairments using morpho-syntactic and semantic criteria. |
| PSO 04 | Distinguish typical vs. atypical linguistic development across populations. |
| PSO 05 | Carry out structured observations of clinical populations with language and speech disorders. |
| PSO 06 | Employ linguistic parameters to support diagnosis and intervention planning |
| PSO 07 | Use psycholinguistic and neuro-linguistic insights to understand communication breakdowns. |
| PSO 08 | Implement basic linguistic-based intervention strategies in supervised settings |
| PSO 09 | Select and adapt assessment tools tailored to specific linguistic profiles |
| PSO 10 | Document clinical findings using standardized terminology and formats |
| PSO 11 | Assist clinicians in therapy planning through linguistic profiling and data interpretation. |
| PSO 12 | Integrate technology—speech analysis tools, transcription software, digital corpora—for clinical purposes |

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| Course Code | DCL | TITLE OF THE COURSE | |
| Core | 11A | FOUNDATION OF LINGUISTICS AND CLINICAL LINGUISTICS | |
| Pre-requisite | A basic knowledge of human communication and language | | Syllabus Version 2025-2026 |
| Course Objectives: | | | |
| <p>The main objectives of this course are to:</p> <ol style="list-style-type: none"> 1. To introduce linguistically grounded principles of intervention 2. To enable students to understand the role of core linguistic domains 3. To train students in evidence-based speech intervention strategies 4. To develop competencies in planning intervention for special populations 5. To equip students with language intervention techniques 6. To familiarize students with emerging and technology-assisted intervention methods | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, learners will be able to: | | | |
| 1. | Recall and explain fundamental linguistic theories | | K1 |
| 2. | Demonstrate understanding of linguistically informed intervention planning, | | K2 |
| 3. | Apply appropriate speech and language intervention strategies | | K3 |
| 4. | Analyze linguistic profiles and therapy data | | K4 |
| 5. | To Evaluate the effectiveness of intervention strategies | | K5 |
| 6. | Design comprehensive, culturally responsive, and technology-integrated intervention plans | | K6 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create | | | |
| Block-I | INTRODUCTION TO LINGUISTICS | | |
| Unit 1: Linguistics Unit 2: System of Communication Unit 3: Branches of Linguistics – Core and Applied Linguistics | | | |
| Block-II | PHONETICS AND PHONOLOGY | | |
| Unit 4: Speech mechanism and production of speech sounds Organs of speech Unit 5: Phonetics, Phoneme, Allophone, Minimal pairs Unit 6: Phonological rules and processes ,Supra-segmental features (stress, tone, intonation) Transcription – Broad and Narrow (IPA) | | | |
| Block-III | MORPHOLOGY AND SYNTAX | | |
| Unit 7: Morpheme, Morph, Allomorph Unit 8: Word formation, Inflection, Derivation Unit 9: Kinds of word, Word order, Phrase, Sentence types | | | |
| Block-IV | SEMANTICS AND PRAGMATIC | | |
| Unit 10: Meaning and types of meaning, Sense and reference Unit 11: Semantic relations (synonymy, antonymy, homonym) Unit 12: Pragmatics and language use in context Core and peripheral domains | | | |
| Block-V | APPLIED LINGUISTICS & CLINICAL LINGUISTICS | | |
| Unit 13: Applied linguistics, Clinical linguistics Unit 14: Various kinds of speech and language disorder, Introduction, Purpose Unit 15: Intervention, Therapy, Speech pathology | | | |
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| Course Designed by: |
| <p>Dr. P. SANKARGANESH, Assistant Professor of Linguistics, Bharathiar University, Coimbatore. sankarganesh@buc.edu.in</p> |
| Reference Books |
| 1. <i>Abercrombie, D, Elements of general phonetics. Edinburgh University Press: Edinburgh. 1967.</i> |
| 2. <i>Catford, J.C, A practical introduction to phonetics. Clarendon Press: Oxford. 1989</i> |
| 3. <i>Pike. K.L, Phonetics. The University of Michigan Press: USA. 1964.</i> |
| 4. <i>David Odden, Introducing Phonology. Cambridge University Press: Cambridge. 2005.</i> |
| 5. <i>Durand, Jacques, Generative and Non-linear Phonology. Longman. 1990.</i> |
| 6. <i>Bernthal, J. E., Bankson, N. W., & Flipsen, P. (2017). Articulation and Phonological Disorders: Speech Sound Disorders in Children (8th ed.). Pearson Education.</i> |
| 7. <i>Paul, R., Norbury, C., & Gosse, C. (2018). Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating (5th ed.). Elsevier.</i> |
| 8. <i>Owens, R. E. (2020). Language Development: An Introduction (10th ed.). Pearson.</i> |
| 9. <i>Hegde, M. N., & Maul, C. A. (2018). Language Disorders in Children: Fundamental Concepts of Assessment and Intervention (2nd ed.). Plural Publishing.</i> |
| 10. <i>Baker, E., & McLeod, S. (2011). Evidence-Based Practice for Children with Speech Sound Disorders. Pearson.</i> |
| 11. <i>Yavas, M. (2011). Applied English Phonology. Wiley-Blackwell.</i> |

CO–PO Mapping Table

| COs / POs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S | M | S | M | S | S | M | M | S | M |
| CO2 | S | S | S | S | S | M | S | M | S | S |
| CO3 | S | M | S | S | S | S | S | M | S | M |
| CO4 | S | S | S | S | S | S | S | M | S | M |
| CO5 | S | S | M | S | S | S | S | S | M | S |

| | | | |
|--|---|---|--------------------------------------|
| Course Code | DCL | TITLE OF THE COURSE | |
| Core | 12B | INTRODUCTION TO SPEECH-LANGUAGE DEVELOPMENT AND DISORDER | |
| Pre-requisite | A basic knowledge of speech and language development | | Syllabus Version 2025-2026 |
| Course Objectives: | | | |
| The main objectives of this course are to: | | | |
| <ol style="list-style-type: none"> 1. To introduce the fundamentals of typical speech and language development 2. To familiarize students with speech and language disorders in children 3. To provide knowledge of communication development in special populations 4. To explain biological, cognitive, and environmental influences on speech-language development 5. To equip students with basic principles of early identification and the role of the speech-language professional | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, learners will be able to: | | | |
| 1. | Recall typical milestones of speech and language development | | K1 |
| 2. | Explain the characteristics of speech and language disorders | | K2 |
| 3. | Apply developmental knowledge to identify typical vs. atypical patterns | | K3 |
| 4. | Analyze speech and language profiles in different populations | | K4 |
| 5. | Evaluate contributing factors and early indicators of disorders | | K5 |
| 6. | Design developmentally appropriate and culturally responsive support strategies | | K6 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create | | | |
| Block-I | FUNDAMENTALS OF SPEECH AND LANGUAGE DEVELOPMENT | | |
| Unit 1: Speech and language, Speech and language development, Pre-linguistic vocalizations: crying, cooing, babbling Unit 2: First words and word combinations, Development of syntax, morphology, and semantics Unit 3: Emergence of pragmatics and social communication skills, Factors influencing development: biological, cognitive, and environmental | | | |
| Block-II | SPEECH DEVELOPMENT AND DISORDERS | | |
| Unit 4: Development of speech sounds (phonetic and phonological stages), Acquisition of articulation and intelligibility Unit 5: Speech disorders: articulation disorder, phonological disorder, apraxia of speech, dysarthria Unit 6: Speech development, Assessment of speech disorders | | | |
| Block-III | LANGUAGE DEVELOPMENT AND DISORDERS | | |
| Unit 7: Development of receptive and expressive language skills, Semantic and pragmatic development Unit 8: Language disorders: Developmental language disorder, Language delay, Specific Language Impairment (SLI) Unit 9: Autism Spectrum Disorders (language aspects), Early indicators of language difficulties | | | |
| Block-IV | COMMUNICATION DEVELOPMENT IN SPECIAL POPULATIONS | | |
| Unit 10: Communication development in multilingual and multicultural contexts Unit 11: Speech and language development with hearing impairment Unit 12: Developmental disorders affecting communication (reading problems, Down syndrome, cerebral palsy) | | | |

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|---|---|
| Block-V | CAUSES OF SPEECH AND LANGUAGE DISORDER |
| Unit 13: Biological, cognitive, and environmental causes of speech and language disorders Unit 14: Influence of home and community environment on speech and language development Unit 15: Role of the speech-language professional in supporting typical and atypical development, Emerging trends and research directions in developmental speech, language disorders | |
| Course Designed by: | |
| Dr. P. SANKARGANESH, Assistant Professor of Linguistics, CDOE, Bharathiar University, Coimbatore. sankarganesh@buc.edu.in | |
| Reference Books | |
| 1. Owens, R. E. (2020). <i>Language Development: An Introduction</i> (10th ed.). Pearson Education: Boston. | |
| 2. Bernthal, J. E., Bankson, N. W., & Flipsen, P. (2017). <i>Articulation and Phonological Disorders: Speech Sound Disorders in Children</i> (8th ed.). Pearson Education: Boston. | |
| 3. Justice, L. M., & Redle, E. E. (2014). <i>Communication Sciences and Disorders: A Contemporary Perspective</i> (2nd ed.). Pearson Education: Boston. | |
| 4. Hulit, L. M., Howard, M. R., & Fahey, K. R. (2018). <i>Born to Talk: An Introduction to Speech and Language Development</i> (6th ed.). Pearson Education: Boston. | |
| 5. Shipley, K. G., & McAfee, J. G. (2021). <i>Assessment in Speech-Language Pathology: A Resource Manual</i> (6th ed.). Plural Publishing: San Diego. | |
| 6. Bishop, D. V. M. (2014). <i>Uncommon Understanding: Development and Disorders of Language Comprehension in Children</i> . Psychology Press: New York. | |
| 7. Paul, R., Norbury, C. F., & Gosse, C. (2018). <i>Language Disorders from Infancy through Adolescence</i> (5th ed.). Elsevier: St. Louis. | |
| 8. Hegde, M. N., & Maul, C. A. (2019). <i>Introduction to Communicative Disorders</i> (8th ed.). Plural Publishing: San Diego. | |
| 9. McLeod, S., & Baker, E. (2017). <i>Children's Speech: An Evidence-Based Approach to Assessment and Intervention</i> . Pearson: London. | |
| 10. Kuder, S. J. (2018). <i>Teaching Students with Language and Communication Disabilities</i> (5th ed.). Pearson: Boston. | |
| 11. Owens, R. E. (2016). <i>Speech and Language Development: An Introduction for Educators</i> (2nd ed.). Pearson: Boston | |
| Online Resources: | |
| | |

CO–PO Mapping Table

| COs / POs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S | S | S | S | M | M | S | S | S | M |
| CO2 | S | S | S | S | S | S | S | M | S | M |
| CO3 | S | S | S | S | S | M | S | M | S | M |
| CO4 | S | S | S | S | M | M | M | S | S | S |
| CO5 | S | M | S | M | S | M | S | S | M | S |

| | | | |
|---|--|---|---------------------------------------|
| Course Code | DCL | TITLE OF THE COURSE | |
| Core | 13C | LINGUISTIC THEORY AND APPLICATION IN CLINICAL PRACTICE | |
| Pre-requisite | Basic knowledge of Linguistics | | Syllabus Version 2025-2026 |
| Course Objectives: | | | |
| The main objectives of this course are to: | | | |
| <ol style="list-style-type: none"> 1. To introduce linguistics as a scientific and theoretical study of language 2. To develop understanding of structural, generative, functional, and cognitive approaches to language 3. To provide knowledge of core linguistic levels: phonology, morphology, syntax, semantics, and pragmatics 4. To enable students to understand the relationship between linguistic form, meaning, and use in context 5. To familiarize students with language variation, typology, multilingualism, and language universals 6. To train students to apply linguistic theories and analytical frameworks to language data and communication contexts | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, student will be able to: | | | |
| 1. | Recall and describe major linguistic theories, levels, and key concepts | | K1 |
| 2. | Explain structural, functional, semantic, pragmatic, and sociolinguistic principles | | K2 |
| 3. | Apply linguistic frameworks to analyze phonological, morphological, syntactic, and discourse data | | K3 |
| 4. | Analyze language variation, multilingual practices, and communicative functions using linguistic tools | | K4 |
| 5. | Evaluate different theoretical approaches and their relevance to language study and communication | | K5 |
| 6. | Design comprehensive linguistic analyses integrating structure, meaning, use, and variation | | K6 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create | | | |
| Block-I | FOUNDATIONS OF LINGUISTIC THEORY | | |
| Unit 1: Definition and nature of linguistics as a scientific study of language, Structuralism (Saussure, Bloomfield) Unit 2: Generative grammar (Chomsky), Functional and cognitive approaches Unit 3: Basic theoretical distinctions: rules vs. usage, system vs. act, Understanding language as a formal system vs. language in context | | | |
| Block-II | THEORETICAL PERSPECTIVES ON LANGUAGE STRUCTURE | | |
| Unit 4: Language as a rule-governed system: levels and components, Sound structure (phonology) and features of phonemic organization Unit 5 : Word structure (morphology) and patterns of word formation Unit 6: Sentence structure (syntax) and grammatical relations, Distinguishing knowledge of language vs. actual usage in context | | | |
| Block-III | MEANING AND USE IN LINGUISTICS | | |
| Unit 7: Semantics: lexical and compositional meaning, semantic relations, ambiguity Unit 8: Pragmatics: context, implicature, presupposition, speech acts Unit 9: Functions of language (Jakobson's framework), Relationship between linguistic form, | | | |

meaning, and communicative intent, Brief introduction to discourse analysis and text cohesion

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|---|---|
| Block-IV | LANGUAGE VARIATION AND UNIVERSALS |
| Unit 10: Language variation: dialects, registers, sociolects, idiolects Unit 11: Language change: historical and evolutionary perspectives Cross-linguistic similarities and universals Unit 12: Typology of languages: analytic, synthetic, agglutinative, inflectional Patterns of multilingualism, code-switching, and contact phenomena | |
| Block-V | LINGUISTICS AND APPLICATION FRAMEWORKS |
| Unit 13: Applying linguistic theory to analyze language data, Descriptive vs. explanatory models in language study Unit 14: Introduction to formal and functional analysis approaches Unit 15: Using linguistic insights to inform language assessment and understanding, Relevance of theoretical understanding for communication studies and language research | |

Course Designed by:

Dr. P. SANKARGANESH,
 Assistant Professor of Linguistics ,
 CDOE, Bharathiar University,
 Coimbatore.
sankarganesh@buc.edu.in

Reference Books

1. George Yule (2020). *The Study of Language* (7th ed.). Cambridge University Press.
2. William O’Grady, John Archibald, Mark Aronoff, & Janie Rees-Miller (2017). *Contemporary Linguistics: An Introduction* (7th ed.). Bedford/St. Martin’s.
3. William B. McGregor (2015). *Linguistics: An Introduction* (2nd ed.). Bloomsbury Academic.
4. Hegde, M. N., & Maul, C. A. (2018). *Language Disorders in Children: Fundamental Concepts of Assessment and Intervention* (2nd ed.). Plural Publishing.
5. Baker, E., & McLeod, S. (2011). *Evidence-Based Practice for Children with Speech Sound Disorders*. Pearson.
6. Victoria Fromkin, Robert Rodman, & Nina Hyams (2018). *An Introduction to Language* (11th ed.). Cengage Learning.
7. Adrian Akmajian, Richard A. Demers, Ann K. Farmer, & Robert M. Harnish (2017). *Linguistics: An Introduction to Language and Communication* (7th ed.).
8. Ohio State University (2016). *Language Files: Materials for an Introduction to Language and Linguistics* (12th ed.). Ohio State University Press: Columbus.
9. Hornstein, N., Nunes, J., & Grohmann, K. (2005). *Understanding Minimalism*. Cambridge University Press: Cambridge.
10. Parker, F., & Riley, K. (2010). *Linguistics for Non-Linguists* (5th ed.). Pearson Education: Boston.
11. Wardhaugh, R., & Fuller, J. M. (2015). *An Introduction to Sociolinguistics* (7th ed.). Wiley-Blackwell: Oxford.
12. Yule, G. (1996). *Pragmatics*. Oxford University Press: Oxford.

CO–PO Mapping Table

| COs / POs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S | S | S | S | M | M | S | M | S | M |
| CO2 | S | S | S | S | S | M | M | S | M | M |
| CO3 | S | M | S | S | S | M | S | M | S | L |
| CO4 | S | S | S | S | L | M | M | S | S | M |
| CO5 | S | S | S | S | M | L | S | S | M | M |

| Course Code | DCL | TITLE OF THE COURSE | |
|--|---|---|-------------------------------|
| Core | 14D | METHODOLOGICAL APPROACHES TO CLINICAL LINGUISTIC RESEARCH | |
| Pre-requisite | Basic understanding of research | | Syllabus Version 2025-2026 |
| Course Objectives: | | | |
| The main objectives of this course are to: | | | |
| <ol style="list-style-type: none"> 1. To introduce the nature and scope of research in clinical linguistics 2. To develop understanding of research designs and methodological frameworks 3. To familiarize students with data collection techniques in speech-language research 4. To provide knowledge of quantitative and qualitative data analysis methods 5. To train students in research report writing and critical appraisal of literature 6. To promote evidence-based practice and awareness of emerging trends in clinical linguistic research | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, learners will be able to: | | | |
| 1. | Recall basic research concepts, designs, and ethical principles | | K1 |
| 2. | Explain qualitative, quantitative, and mixed-method research approaches | | K2 |
| 3. | Apply appropriate data collection and transcription methods | | K3 |
| 4. | Analyze linguistic and clinical data using suitable analytical frameworks | | K4 |
| 5. | Evaluate research findings and evidence for clinical decision-making | | K5 |
| 6. | Design and report a small-scale research study in clinical linguistics | | K6 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create | | | |
| Block-I | CLINICAL LINGUISTICS | | |
| Unit 1: Nature and scope of research in clinical linguistics, Differences between basic and applied research Unit 2: Ethical considerations in clinical research Unit 3: Qualitative research, Quantitative research, Participatory / Action research | | | |
| Block-II | RESEARCH DESIGN AND PLANNING | | |
| Unit 4: Research designs: experimental, quasi-experimental, observational, longitudinal, and cross-sectional Unit 5: Case studies, Single-subject designs, Group studies Unit 6: Sampling methods, Variables in clinical linguistics research, Reliability and validity in research design | | | |
| Block-III | DATA COLLECTION METHODS | | |
| Unit 7: Behavioral and observational methods in speech-language research, Standardized and non-standardized assessment tools Unit 8: Language sampling and transcription techniques Unit 9: Questionnaires, interviews, and surveys Technology in data collection: audio/video recording, software-assisted analysis | | | |
| Block-IV | DATA ANALYSIS IN CLINICAL LINGUISTICS | | |
| Unit 10: Quantitative analysis: descriptive and inferential statistics, IPA transcription Unit 11: Qualitative analysis: thematic coding, discourse analysis, content analysis Unit 12: Interpretation of results in clinical and linguistic contexts, Introduction to software tools for | | | |

linguistic analysis (e.g., PRAAT, ELAN)

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| Block-V | REPORTING, EVALUATION, AND EMERGING TRENDS |
| Unit 13: Writing research reports and scientific papers in clinical linguistics Unit 14: Emerging trends: corpus-based studies, computational approaches, and neuro-linguistic research Unit 15: Challenges in clinical linguistic research | |
| Course Designed by: | |
| Dr. P. SANKARGANESH, Assistant Professor of English, CDOE, Bharathiar University, Coimbatore. sankarganesh@buc.edu.in | |
| Reference Books | |
| 1. Creswell, J. W., & Creswell, J. D. (2018). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (5th ed.). Sage Publications: Thousand Oaks. | |
| 2. Bishop, D. V. M., & Leonard, L. B. (2014). <i>Speech and Language Impairments in Children: Causes, Characteristics, Intervention and Outcome</i> . Psychology Press: New York. | |
| 3. Müller, N. (2012). <i>Multilingualism and Language Impairment</i> . Multilingual Matters: Bristol. | |
| 4. Paul, R., Norbury, C. F., & Gosse, C. (2018). <i>Language Disorders from Infancy through Adolescence</i> (5th ed.). Elsevier: St. Louis. | |
| 5. Kothari, C. R., & Garg, G. (2019). <i>Research Methodology: Methods and Techniques</i> (4th ed.). New Age International: New Delhi. | |
| 6. Hegde, M. N. (2019). <i>A Course in Research in Speech-Language Pathology and Audiology</i> (5th ed.). Plural Publishing: San Diego. | |
| 7. McCauley, R. J., & Fey, M. E. (2006). <i>Treatment of Language Disorders in Children</i> . Brookes Publishing: Baltimore. | |
| 8. Johnston, J. R. (2010). <i>Research Methods in Language and Communication Disorders</i> . Pearson Education: Boston | |
| 9. Roberts, P. M., & Scott, C. M. (2016). <i>Speech-Language Pathology: A Clinical Research Approach</i> . Plural Publishing: San Diego. | |
| 10. Wetherby, A. M., & Prizant, B. M. (2000). <i>Autism Spectrum Disorders: A Transactional Developmental Perspective</i> . Brookes Publishing: Baltimore. | |
| 11. Dörnyei, Z. (2007). <i>Research Methods in Applied Linguistics</i> . Oxford University Press: Oxford. | |
| Web Resources | |

CO–PO Mapping Table

| COs / POs | PO1 | PO2 | P3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----------|-----|-----|----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S | S | S | S | S | S | M | S | S | M |
| CO2 | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | M | S | M | S | S | S | M | S | S |
| CO4 | S | S | S | S | S | M | S | S | S | M |
| CO5 | S | S | S | M | S | S | S | M | M | S |

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|---|---|--|-----------|
| Course Code | DCL | TITLE OF THE COURSE | |
| Core | 15E | TOOLS AND TECHNIQUES FOR ASSESSMENT OF SPEECH AND LANGUAGE DISORDER | |
| Pre-requisite | Fundamental knowledge of disorders | Syllabus Version 2025-2026 | |
| Course Objectives: | | | |
| The main objectives of this course are to: | | | |
| <ol style="list-style-type: none"> 1. To introduce the principles and purposes of assessment in speech, language, and communication 2. To develop knowledge of standardized and non-standardized assessment tools 3. To train students in assessment of speech, language, voice, fluency, and motor speech disorders 4. To familiarize students with assessment in special populations and multilingual contexts 5. To enable interpretation and clinical decision-making based on assessment data 6. To introduce modern technology-assisted assessment methods and report writing | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, learners will be able to: | | | |
| 1. | Recall principles, types, and tools of speech-language assessment | | K1 |
| 2. | Explain procedures for assessing speech, language, voice, and fluency | | K2 |
| 3. | Apply appropriate assessment techniques for different populations | | K3 |
| 4. | Analyze assessment data across communication domains | | K4 |
| 5. | Evaluate findings to make clinical recommendations | | K5 |
| 6. | Design comprehensive, culturally appropriate assessment reports | | K6 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create | | | |
| Block-I | PRINCIPLES OF ASSESSMENT | | |
| Unit 1: Principles of assessment: reliability, validity, sensitivity, and specificity Unit 2: Screening, Diagnostic evaluation, Progress monitoring Unit 3: Framework for assessments: case history, observation, testing | | | |
| Block-II | ASSESSMENT OF SPEECH | | |
| Unit 4: Speech assessment: articulation tests, phonological pattern, connected speech Motor speech: apraxia and dysarthria Unit 5: Voice assessment: perceptual analysis, acoustic analysis, voice range and quality measures Unit 6: Fluency: stuttering and cluttering evaluation, Standardized articulation tests | | | |
| Block-III | ASSESSMENT OF LANGUAGE | | |
| Unit 7: Assessment of receptive and expressive language Vocabulary, syntax, morphology, comprehension, and production Unit 8: Pragmatic and discourse-social communication skills, Conversational analysis Unit 9: Standardized language tests, Language sampling, Elicitation tasks, Story retelling Observational checklists | | | |
| Block-IV | ASSESSMENT OF COMMUNICATION IN SPECIAL POPULATIONS | | |
| Unit 10: Children with hearing impairment: auditory-verbal assessments, speech perception tests, functional communication evaluation | | | |

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| Unit 11: Multilingual and multicultural populations: home language, code-switching | |
| Unit 12: Developmental disorders: ASD, intellectual disabilities, cerebral palsy | |
| Block-V | INTERPRETATION IN ASSESSMENT |
| Unit 13: Analyzing and summarizing assessment: speech, language, and communication domains | |
| Unit 14: Interpretation, Preparation of assessment reports | |
| Unit 15: Modern assessment tools: software-assisted analysis and digital evaluation apps | |
| Course Designed by: | |
| Dr. P. SANKARGANESH, Assistant Professor of Linguistics, CDOE, Bharathiar University, Coimbatore. sankarganesh@buc.edu.in | |
| Reference Books | |
| Shipley, K. G., & McAfee, J. G. (2021). <i>Assessment in Speech-Language Pathology: A Resource Manual</i> (6th ed.). Plural Publishing: San Diego. | |
| Bernthal, J. E., Bankson, N. W., & Flipsen, P. (2017). <i>Articulation and Phonological Disorders: Speech Sound Disorders in Children</i> (8th ed.). Pearson Education: Boston. | |
| Owens, R. E. (2020). <i>Language Development: An Introduction</i> (10th ed.). Pearson Education: Boston. | |
| Paul, R., Norbury, C. F., & Gosse, C. (2018). <i>Language Disorders from Infancy through Adolescence</i> (5th ed.). Elsevier: St. Louis. | |
| Stemple, J. C., Roy, N., & Klaben, B. K. (2018). <i>Clinical Voice Pathology: Theory and Management</i> (6th ed.). Plural Publishing: San Diego. | |
| Guitar, B. (2019). <i>Stuttering: An Integrated Approach to Its Nature and Treatment</i> (5th ed.). Wolters Kluwer: Philadelphia. | |
| Hegde, M. N., & Pomaville, F. (2018). <i>Assessment of Communication Disorders in Children: Resources and Protocols</i> (3rd ed.). Plural Publishing: San Diego. | |
| Bauman-Waengler, J. (2016). <i>Articulatory and Phonological Impairments: A Clinical Focus</i> (5th ed.). Pearson Education: Boston. | |
| Brookshire, R. H., & McNeil, M. R. (2015). <i>Introduction to Neurogenic Communication Disorders</i> (8th ed.). Mosby: St. Louis. | |
| Goldman, R., & Fristoe, M. (2015). <i>Goldman-Fristoe Test of Articulation-3 (GFTA-3)</i> . Pearson: Bloomington. | |
| Wiig, E. H., Semel, E., & Secord, W. (2013). <i>Clinical Evaluation of Language Fundamentals-5 (CELF-5)</i> . Pearson: Bloomington. | |
| Web Resources | |
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CO-PO Mapping Table

| COs / POs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S | S | S | S | M | M | S | S | S | M |
| CO2 | S | S | S | S | S | S | S | M | S | M |
| CO3 | S | S | S | S | S | M | S | M | S | M |
| CO4 | S | S | S | S | M | M | M | S | S | S |
| CO5 | S | M | S | M | S | M | S | S | M | S |

SECOND SEMESTER

| Course Code | DCL | TITLE OF THE COURSE | |
|--|--|--|----------------------------|
| Core | 21A | CLINICAL POPULATIONS, SPEECH, AND LANGUAGE CHARACTERISTICS | |
| Pre-requisite | Foundational knowledge of clinical linguistics | | Syllabus Version 2025-2026 |
| Course Objectives: | | | |
| The main objectives of this course are to: | | | |
| <ol style="list-style-type: none"> 1. To introduce the classification and characteristics of clinical populations in speech-language pathology 2. To develop understanding of communication profiles in neurological and developmental disorders 3. To familiarize students with speech-language characteristics associated with hearing impairment 4. To provide knowledge of psychiatric, craniofacial, and multilingual considerations 5. To enable differentiation between typical and atypical communication patterns 6. To prepare students to describe functional communication impacts across clinical populations | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, learners will be able to: | | | |
| 1. | Recall classifications and features of clinical speech-language populations | | K1 |
| 2. | Explain speech and language characteristics across neurological and developmental conditions | | K2 |
| 3. | Apply knowledge to identify communication profiles in different disorders | | K3 |
| 4. | Analyze similarities and differences across clinical populations | | K4 |
| 5. | Evaluate functional communication impact and variability | | K5 |
| 6. | Design population-specific descriptive communication profiles | | K6 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create | | | |
| Block-I | INTRODUCTION TO CLINICAL POPULATIONS | | |
| Unit 1: Clinical populations in speech-language pathology, Factors affecting communication: biological, neurological, cognitive, and environmental Unit 2: Epidemiology of speech-language disorders Unit 3: Typical and atypical speech and language characteristics | | | |
| Block-II | SPEECH AND LANGUAGE PROFILES IN NEUROLOGICAL DISORDERS | | |
| Unit 4: Brain injury disorder: stroke, TBI, Parkinson's disease, dementia Unit 5: Typical speech characteristics: dysarthria, apraxia of speech, voice and fluency changes Unit 6: Language characteristics: aphasia types, comprehension vs. expression deficits | | | |
| Block-III | DEVELOPMENTAL DISORDERS AND COMMUNICATION PROFILES | | |
| Unit 7: Developmental disorders: Autism Spectrum Disorder (ASD), Intellectual Disability, Down Syndrome, Cerebral Palsy Unit 8: Speech characteristics: articulation, phonology, and motor speech patterns | | | |

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| Unit 9: Language characteristics: syntax, semantics, pragmatics, and social communication | |
| Block-IV | HEARING IMPAIRMENT AND COMMUNICATION |
| Unit 10: Hearing loss Types of degree Unit 11: Speech characteristics: articulation, voice, and intelligibility issues Unit 12: Language characteristics: delayed expressive/receptive skills, vocabulary, syntax, and pragmatics - Communication modes: oral, total communication, and augmentative strategies | |
| Block-V | OTHER CLINICAL POPULATIONS AND SPECIAL CONSIDERATIONS |
| Unit 13: Speech and language characteristics in psychiatric and psychological conditions (e.g., selective mutism, ADHD) Unit 14: cleft palate and craniofacial anomalies on articulation and resonance. Unit 15: | |
| | |
| Course Designed by: | |
| Dr. P. SANKARGANESH, Assistant Professor of Linguistics, CDOE, Bharathiar University, Coimbatore. sankarganesh@buc.edu.in | |
| Reference Books | |
| Duffy, J. R. (2019). <i>Motor Speech Disorders: Substrates, Differential Diagnosis, and Management</i> (4th ed.). Elsevier: St. Louis. | |
| Goodglass, H., Barresi, B., & Katz, R. (2001). <i>The Assessment of Aphasia and Related Disorders</i> (3rd ed.). Lippincott Williams & Wilkins: Philadelphia. | |
| Kearns, K. P. (2017). <i>Functional Communication in Adults with Neurological Disorders</i> . Plural Publishing: San Diego. | |
| Paul, R., Norbury, C. F., & Gosse, C. (2018). <i>Language Disorders from Infancy through Adolescence</i> (5th ed.). Elsevier: St. Louis. | |
| Owens, R. E. (2020). <i>Language Development: An Introduction</i> (10th ed.). Pearson Education: Boston. | |
| Shiple, K. G., & McAfee, J. G. (2021). <i>Assessment in Speech-Language Pathology: A Resource Manual</i> (6th ed.). Plural Publishing: San Diego. | |
| Brookshire, R. H., & McNeil, M. R. (2015). <i>Introduction to Neurogenic Communication Disorders</i> (8th ed.). Mosby: St. Louis. | |
| Beukelman, D. R., & Mirenda, P. (2013). <i>Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs</i> (4th ed.). Paul H. Brookes: Baltimore. | |
| Web Resources | |

CO–PO Mapping Table

| COs / POs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S | S | S | S | M | M | S | S | S | M |
| CO2 | S | S | S | S | S | S | S | M | S | M |
| CO3 | S | S | S | S | S | M | S | M | S | M |
| CO4 | S | S | S | S | M | M | M | S | S | S |
| CO5 | S | M | S | M | S | M | S | S | M | S |

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| Course Code | 22B | TITLE OF THE COURSE | |
| Core | | INTERVENTION FOR COMMUNICATION DISORDER | |
| Pre-requisite | A basic knowledge of communication and its problems | | Syllabus Version 2025- 2026 |
| Course Objectives: | | | |
| The main objectives of this course are to: | | | |
| <ol style="list-style-type: none"> 1. To introduce linguistically grounded principles for speech and language intervention 2. To develop understanding of phonological, morphological, syntactic, semantic, and pragmatic approaches to therapy 3. To train students in evidence-based speech and language intervention strategies 4. To familiarize students with intervention planning for special populations and multilingual contexts 5. To introduce augmentative and alternative communication and family- centered approaches | | | |
| To provide knowledge of technology-assisted and emerging intervention methods. | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, learners will be able to: | | | |
| 1 | Recall linguistic principles underlying intervention strategies | | K1 |
| 2 | Explain speech and language therapy approaches across domains | | K2 |
| 3 | Apply appropriate intervention techniques for specific disorders | | K3 |
| 4 | Analyze client linguistic profiles to select therapy targets | | K4 |
| 5 | Evaluate the effectiveness of intervention strategies using evidence-based criteria | | K5 |
| 6 | Design comprehensive, culturally responsive, and technology-integrated intervention plans | | K6 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create | | | |
| Block-I | FOUNDATIONS OF LINGUISTIC INTERVENTION | | |
| Unit 1. Principles of intervention based on linguistic theories Unit 2. Role of phonology, morphology, syntax, semantics, and pragmatics in planning therapy Unit 3. therapy targets: speech, language, and communication - measurable intervention goals | | | |
| Block-II | SPEECH INTERVENTION STRATEGIES | | |
| Unit 4: Approaches for articulation and phonological Unit 5: Motor speech disorders: strategies for apraxia and dysarthria Unit 6: Voice and resonance therapy: breath support, pitch/loudness control, resonance correction | | | |
| Block-III | LANGUAGE INTERVENTION STRATEGIES | | |
| Unit 7: Approaches for morpho-syntactic, semantic, and pragmatic intervention Unit 8: Vocabulary and concept development strategies - Syntax therapy: modeling, expansion, and sentence combining Unit 9: strategy: role-play, conversation coaching, story-based interventions | | | |
| Block-IV | INTERVENTION FOR SPECIAL POPULATIONS | | |
| Unit 10: Multilingual and Multicultural clients Unit 11: Linguistic Intervention for ASD, hearing impairment, intellectual disability, cerebral palsy, and Down syndrome Unit 12: Use of augmentative and alternative communication (AAC) in intervention | | | |

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| Block-V | EMERGING TRENDS IN INTERVENTION |
| Unit 13: Evidence-based practice in communication intervention Unit 14: Use of technology and software tools: telepractice, speech-generating devices, AAC apps, and digital language therapy programs Unit 15: Corpus-based, computational, and AI-assisted approaches for therapy | |
| | |
| Course Designed by: | |
| Dr. P. SANKARGANESH, Assistant Professor of Linguistics, CDOE, Bharathiar University, Coimbatore. sankarganesh@buc.edu.in | |
| Reference Books | |
| Bernthal, J. E., Bankson, N. W., & Flipsen, P. (2017). <i>Articulation and Phonological Disorders: Speech Sound Disorders in Children</i> (8th ed.). Pearson Education: Boston. | |
| Williams, A. L., McLeod, S., & McCauley, R. J. (2010). <i>Interventions for Speech Sound Disorders in Children</i> . Brookes Publishing: Baltimore. | |
| Paul, R., Norbury, C. F., & Gosse, C. (2018). <i>Language Disorders from Infancy through Adolescence</i> (5th ed.). Elsevier: St. Louis. | |
| Justice, L. M., & Redle, E. E. (2014). <i>Communication Sciences and Disorders: A Contemporary Perspective</i> (2nd ed.). Pearson Education: Boston. | |
| Duffy, J. R. (2019). <i>Motor Speech Disorders: Substrates, Differential Diagnosis, and Management</i> (4th ed.). Elsevier: St. Louis. | |
| Guitar, B. (2019). <i>Stuttering: An Integrated Approach to Its Nature and Treatment</i> (5th ed.). Wolters Kluwer: Philadelphia. | |
| Owens, R. E. (2020). <i>Language Development: An Introduction</i> (10th ed.). Pearson Education: Boston. | |
| Hegde, M. N., & Pomaville, F. (2018). <i>Assessment of Communication Disorders in Children: Resources and Protocols</i> (3rd ed.). Plural Publishing: San Diego. | |
| Beukelman, D. R., & Mirenda, P. (2013). <i>Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs</i> (4th ed.). Paul H. Brookes: Baltimore. | |
| McLeod, S., & Baker, E. (2017). <i>Children's Speech: An Evidence-Based Approach to Assessment and Intervention</i> . Pearson: London | |
| Web Resources | |

CO–PO Mapping Table

| COs / POs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S | S | M | M | S | M | M | S | M | M |
| CO2 | S | M | S | M | M | S | S | M | S | S |
| CO3 | S | S | S | M | S | S | M | S | M | M |
| CO4 | S | S | M | S | M | S | M | S | S | S |
| CO5 | S | S | S | M | S | S | S | S | M | S |

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|---|--|---|--------------------------------------|
| Course Code | DCL | TITLE OF THE COURSE | |
| Core | 23C | INTERFACES AMONG PSYCHOLINGUISTICS, NEUROLINGUISTICS, AND CLINICAL LINGUISTICS | |
| Pre-requisite | Fundamental knowledge of brain and its functions | | Syllabus Version 2025-2026 |
| Course Objectives: | | | |
| The main objectives of this course are to: | | | |
| <ol style="list-style-type: none"> 1. To introduce the scope and interdisciplinary nature of psycholinguistics, neurolinguistics, and clinical linguistics 2. To develop understanding of cognitive processes involved in language comprehension and production 3. To provide knowledge of neural mechanisms underlying language and communication 4. To familiarize students with language disorders from cognitive and neurological perspectives 5. To enable application of interdisciplinary principles to clinical analysis and case studies 6. To introduce emerging computational, AI-based, and neuro-rehabilitative approaches | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, student will be able to: | | | |
| 1. | Recall key concepts and historical developments in the three disciplines | | K1 |
| 2. | Explain cognitive and neural processes involved in language | | K2 |
| 3. | Apply psycholinguistic and neurolinguistic models to clinical populations | | K3 |
| 4. | Analyze language breakdowns using interdisciplinary frameworks | | K4 |
| 5. | Evaluate evidence from brain imaging and behavioural studies | | K5 |
| 6. | Design integrative, evidence-based clinical interpretations and applications | | K6 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create | | | |
| Block-I | INTRODUCTION TO PSYCHO-NEURO-CLINICAL LINGUISTICS | | |
| Unit 1: Introduction to Psycholinguistics – key contributions – cognition and language Unit 2: Introduction to Neurolinguistics – key contributions – brain and language Unit 3: Introduction to Clinical Linguistics – key contributions – understanding normal and disordered communication | | | |
| Block-II | COGNITIVE PROCESSES AND LANGUAGE (PSYCHOLINGUISTICS) | | |
| Unit 4: Language processing: perception, comprehension, and production – Lexical access and word retrieval Unit 5: Sentence processing – Memory, attention, and executive function in language use Unit 6: Psycholinguistic models for typical and atypical populations | | | |
| Block-III | BRAIN AND LANGUAGE (NEUROLINGUISTICS) | | |
| Unit 7: Neural representation of language: brain regions, networks, and lateralization Unit 8: Language disorders due to neurological conditions (aphasia, dysarthria, apraxia, neurodegenerative disorders) – Brain injury Unit 9: Techniques to study brain-language relationships: fMRI, EEG, lesion studies | | | |
| Block-IV | CLINICAL LINGUISTIC PERSPECTIVES | | |
| Unit 10: Clinical application of psycholinguistic and neurolinguistic principles – Analysis of language and communication in clinical populations Unit 11: Case studies illustrating connections between cognition, brain function, and | | | |

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| linguistic performance – Understanding errors and breakdowns in language and communication Unit 12: Role of clinical linguistics in designing assessment and intervention strategies | |
| Block-V | INTERDISCIPLINARY INTEGRATION AND INNOVATIVE APPROACHES |
| Unit 13: Mapping cognitive, neural, and linguistic perspectives – Cross-disciplinary research methods and models Unit 14: Computational approaches and psycholinguistic-neurolinguistic simulations Unit 15: practices with interdisciplinary research – AI, brain-computer interfaces, and neuro-rehabilitation | |
| Course Designed by: | |
| Dr. P. SANKARGANESH, Assistant Professor of linguistics, CDOE, Bharathiar University, Coimbatore. sankarganesh@buc.edu.in | |
| Reference Books | |
| Field, J. (2003). <i>Psycholinguistics: A Resource Book for Students</i> . Routledge: London. | |
| Grodzinsky, Y., & Amunts, K. (2006). <i>Broca's Region</i> . Oxford University Press: Oxford. | |
| Cummings, L. (2017). <i>Clinical Linguistics</i> . Edinburgh University Press: Edinburgh. | |
| Harley, T. A. (2014). <i>The Psychology of Language: From Data to Theory</i> (4th ed.). Psychology Press: Hove. | |
| Duffy, J. R. (2019). <i>Motor Speech Disorders: Substrates, Differential Diagnosis, and Management</i> (4th ed.). Elsevier: St. Louis. | |
| Paul, R., Norbury, C. F., & Gosse, C. (2018). <i>Language Disorders from Infancy through Adolescence</i> (5th ed.). Elsevier: St. Louis. | |
| Friederici, A. D. (2011). <i>The Brain Basis of Language Processing: From Structure to Function</i> . Physiological Reviews: Leipzig. | |
| Hagoort, P. (2019). <i>Human Language: From Genes and Brains to Behavior</i> . MIT Press: Cambridge. | |
| Caplan, D. (2012). <i>Neurolinguistics and Linguistic Aphasiology</i> . Cambridge University Press: Cambridge. | |
| Whitaker, H. A. (2010). <i>Concise Encyclopedia of Brain and Language</i> . Elsevier: Amsterdam. | |
| Ahlén, E. (2006). <i>Introduction to Neurolinguistics</i> . John Benjamins: Amsterdam. | |
| Web Resources | |
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CO–PO Mapping Table

| COs / POs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S | S | M | M | S | M | M | S | M | S |
| CO2 | S | M | S | M | S | S | S | M | S | S |
| CO3 | M | S | S | M | S | S | M | S | M | S |
| CO4 | S | S | S | S | M | S | M | S | S | M |
| CO5 | S | S | S | M | S | S | S | S | S | S |

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|--|--|--|--|
| Course Code | DCL | TITLE OF THE COURSE | |
| Core | 24D | TECHNOLOGY AND CLINICAL LINGUISTICS | |
| Pre-requisite | General awareness about technology and its various application | Syllabus Version 2025-2026 | |
| Course Objectives: | | | |
| The main objectives of this course are to: | | | |
| <ol style="list-style-type: none"> 1. To introduce the role of technology in clinical linguistics for assessment, intervention, and research 2. To familiarize students with digital tools for speech, language, and communication analysis 3. To develop knowledge of AAC devices, therapy software, and multimedia applications 4. To train students in software-assisted linguistic data collection and analysis 5. To explain ethical, privacy, and data management considerations in technology use 6. To introduce emerging technologies such as AI, wearable devices, and brain-computer interfaces | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, learners will be able to: | | | |
| 1. | Recall key technologies used in clinical linguistics | K1 | |
| 2. | Explain applications of digital tools in assessment and intervention | K2 | |
| 3. | Apply software tools for speech and language analysis | K3 | |
| 4. | Analyze linguistic data using technology-assisted methods | K4 | |
| 5. | Evaluate the effectiveness and ethical implications of technological tools | K5 | |
| 6. | Design technology-integrated clinical and research workflows | K6 | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create | | | |
| Block-I | INTRODUCTION TO TECHNOLOGY IN CLINICAL LINGUISTICS | | |
| Unit 1: Role of technology in clinical linguistics – digital tools for speech, language, and communication analysis Unit 2: Ethics in technology-assisted assessments Unit 3: Historical evolution: analog tools – modern digital platforms | | | |
| Block-II | TECHNOLOGY FOR ASSESSMENT | | |
| Unit 4: Digital tools for speech assessment: acoustic analysis, articulation, and phonological tools Unit 5: Language assessment software: vocabulary, syntax, semantics, and pragmatics Unit 6: Communication sampling and transcription tools (e.g., ELAN, CHILDES) – Data management and storage for clinical use | | | |
| Block-III | TECHNOLOGY IN INTERVENTION | | |
| Unit 7: Computer-assisted therapy software – Augmentative and alternative communication (AAC) devices and apps Unit 8: Interactive therapy apps for articulation, fluency, voice, and language skills Unit 9: multimedia in therapy | | | |
| Block-IV | TECHNOLOGY FOR RESEARCH AND DATA ANALYSIS | | |
| Unit 10: Corpus-based and computational approaches to clinical linguistics Unit 11: Video and audio recording for analysis of speech and language Unit 12: Quantitative and qualitative data analysis using software tools | | | |
| Block-V | EMERGING AND FUTURE TECHNOLOGIES | | |

Unit 13: Artificial intelligence (AI) and machine learning in speech-language analysis
 Unit 14: Neurotechnology and brain-computer interfaces for communication – Wearable devices and sensors for monitoring speech and language
 Unit 15: Mobile apps and digital platforms for self-monitoring – Future of clinical linguistics

Course Designed by:

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 Coimbatore.
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Reference Books

Ball, M. J., Perkins, M. R., Müller, N., & Howard, S. (2008). *The Handbook of Clinical Linguistics*. Blackwell Publishing: Oxford.

Beukelman, D. R., & Mirenda, P. (2013). *Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs* (4th ed.). Paul H. Brookes: Baltimore.

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Duffy, J. R. (2019). *Motor Speech Disorders: Substrates, Differential Diagnosis, and Management* (4th ed.). Elsevier: St. Louis

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Rosen, K. M., & Howell, P. (2011). *Signals and Systems for Speech and Hearing*. Brill: Leiden.

MacWhinney, B. (2000). *The CHILDES Project: Tools for Analyzing Talk* (3rd ed.). Lawrence Erlbaum: Mahwah.

Harrington, J. (2010). *Phonetic Analysis of Speech Corpora*. Wiley-Blackwell: Oxford.

Stone, A., & Shadden, B. (2015). *Technology in Speech-Language Pathology*. Plural Publishing: San Diego.

Web Resources

CO–PO Mapping Table

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| CO2 | S | M | S | M | M | S | S | M | S | S |
| CO3 | M | S | S | S | S | S | M | S | S | S |
| CO4 | S | S | M | S | M | S | M | M | S | S |
| CO5 | S | S | S | M | S | S | S | S | M | S |