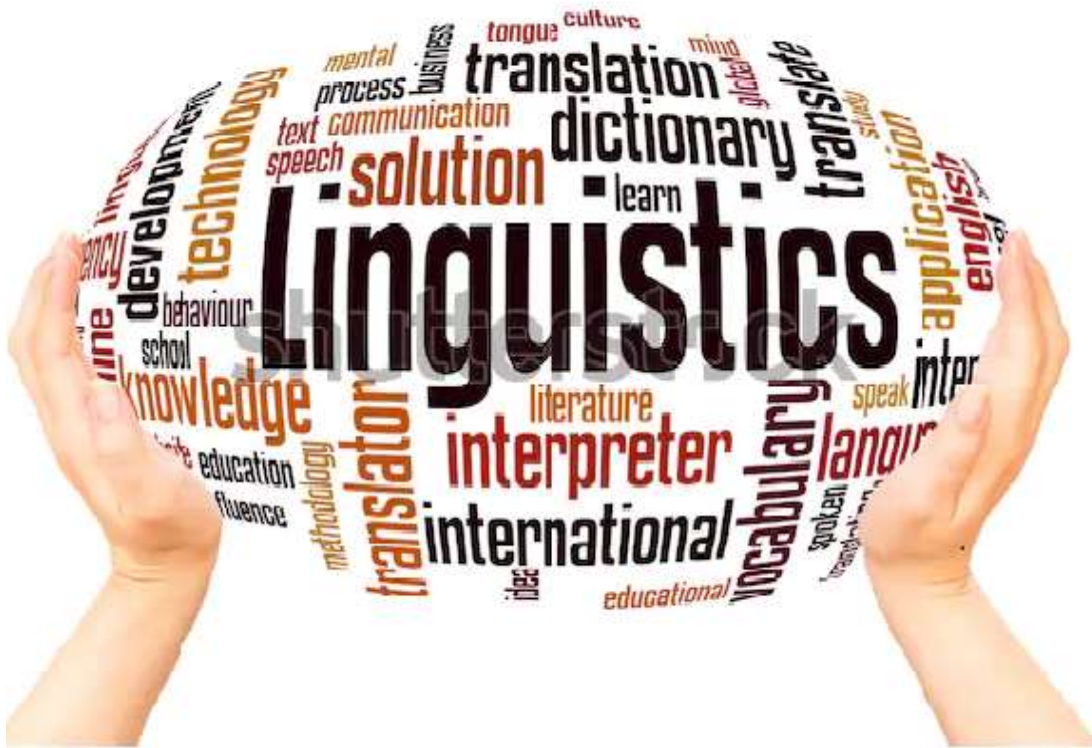# Learning Outcomes-Based Curriculum Framework (LOCF) for Post-graduate Programme

Name of the Programme: M.A. Linguistics
(Syllabus effective from 2020 Admission onwards)

UNIVERSITY OF KERALA
2020

PREAMBLE

The role of higher education is vital in securing the gainful employment and providing further access to higher education comparable to the best available in the world-class institutions elsewhere. The improvement in the quality of higher education, therefore, deserves to be given tom-most priority to enable the young generation of students to acquire skill, training and knowledge to enhance their thinking, comprehension and application abilities and prepare them to compete, succeed and excel globally. Sustained initiatives are required to reform the present higher education system for improving and upgrading the academic resources and learning environments by raising the quality of teaching and standards of achievements in learning outcomes across all under graduate programs in science, humanities, commerce and professional streams of higher education. One of the significant reforms in the undergraduate education is to introduce the Learning Outcomes-based Curriculum Framework (LOCF) which makes it student-centric, interactive and outcome-oriented with well-defined aims, objectives and goals to achieve. The University Grants Commission (UGC) took the initiative of implementing the LOCF in the Colleges and the Universities of the country. Accordingly, the University of Kerala has decided to implement the LOCF in all its departments under the auspices of Internal Quality Assurance Cell (IQAC). A series of teacher training workshops were organised by IQAC and the office of the Credit and Semester System (CSS), and the departments have revised the syllabus accordingly, through workshops and in consultation with academic experts in the field.

GRADUATE ATTRIBUTES (GAs)

The Graduate Attributes (GAs) reflect particular qualities and abilities of an individual learner including knowledge, application of knowledge, professional and life skills, attitudes and human values that are required to be acquired by the graduates of University of Kerala. The graduate attributes include capabilities to strengthen one's professional abilities for widening current knowledge and industry-ready skills, undertaking future studies for global and local application, performing creatively and professionally, in a chosen career and ultimately playing a constructive role as a socially responsible global citizen. The Graduate Attributes define the characteristics of learners and describe a set of competencies that are beyond the study of a particular area and programme. The GAs of University of Kerala.

- Continue life-long learning as an autonomous learner
- Continuously strive for excellence in education
- Apply and nurture critical and creative thinking
- Promote sustainable development practices
- Promote co-operation over competition
- Balance rights with responsibilities
- Understand and respect diversity & difference
- Not be prejudiced by gender, age, caste, religion, or nationality.
- Use education as a tool for emancipation and empowerment of humanity

BRIEF HISTORY OF THE DEPARTMENT OF LINGUISTICS

The Department of Linguistics, University of Kerala is the first department of linguistics in Kerala established in1963 by Prof. V.I. Subramoniam (1926-2009). This department was a pioneer in India in the modernization of linguistics by introducing all the new trends in linguistics developed across the world. This trend reflected in the teaching and research programmes of the department and marked as distinct and advanced in the map of linguistic studies in India. The pioneering work of the Department was the Kerala State Dialect Survey of Malayalam, covering all the Panchayats of the state. The Dialect Atlas prepared by marking isoglosses attained international recognition. The widely adopted cognitive method of language teaching is developed from the department. The Department of Linguistics University of Kerala was the first linguistics department in India established an industrial collaboration with FACT. Department collaborated with them in teaching languages like Malayalam, Telugu and Tamil to FACT staffs. The *Dravidian Linguistic Association* (1971) one of the largest professional linguistics association in India, *International Journal of Dravidian Linguistics* (1972), the leading linguistic journal from India with an international reputation, the *International School of Dravidian Linguistics*, and the *Folklore Society of South Indian Languages* are originated from this department. The introduction of MPhil Computational linguistics and Forensic Linguistics in collaboration with the State Police Training College is the recent advancements of this department. The department established the Technology Resource Centre for Malayalam Language (TRCML) and the Centre for Endangered Languages of Kerala (CeLK) with advanced studio and lab for language documentation. The successful conduct of interdisciplinary MPhil and PhD in computational linguistics programme for the last fifteen years and the resultant intake of students to the industry is an instance of it.

The Department promotes advanced research in Structure and History of Malayalam Grammar and Grammar formalisms, Theoretical Linguistics, Dravidian Studies, Historical and Comparative Studies, Sociolinguistics and sociology of language, Translation Studies, Language, Media and Communication, Instrumental phonetics and Language laboratory techniques, Computational Linguistics and Language Technology, Neurolinguistics, Clinical Linguistics and Language Pathology, Psycholinguistics and Cognitive Linguistics, Philosophy of languages, Regional, Social and Tribal Dialects, Diaspora Studies, Gender and Language, Language Teaching Methods, Educational Linguistics, Genetical Linguistics, Documentation Linguistics and Language Endangerment, Discourse Analysis, Stylistics and Semiotics, Forensic Linguistics etc. Ever since 1963, the Dept. of Linguistics has been consistently training students, documenting and delivering research output in the area of endangered tribal languages of Kerala. Therefore, the Department received national and global attention as an advanced centre in the area of field linguistics and documentation of tribal languages. The linguistic resource developed for the five decades makes the Department as the first and last centre of resource of tribal languages in Kerala.

UNIVERSITY OF KERALA
Syllabus for M.A. Linguistics

Programme Specific Outcomes (PSOs)

PSO 1   Demonstrates disciplinary literacy in Science of Language and all branches of linguistics.

PSO 2   To describe and explain the structure of any language in the internationally accepted scientifically defined standards.

PSO 3   To identify problems of language community in relation to their language.

PSO 4   Document, and revitalise languages.

PSO 5   Provide expert service and language resource for Natural Language Processing and Computational Linguistics.

PSO 6   Develop independent linguistic research plan, method and tools.

PSO 7   Present, and publishes research findings in the internationally accepted standards of representation and scientific communication.

PSO 8   Apply linguistic theories for individual and social problems and the development of language skill and the advancement of the society.

PSO 9   Engage in language activism for the recognition, development and revitalisation of the languages.

PSO 10   Critically and constructively contribute to the overall development of Malayalam language and the development of the linguistic resource of the nation.

PSO 11   To define, discuss and provide solutions to the above and other matters relates to any language raise from time to time.

Programme Structure of M.A. Linguistics

Semester	Course Code	Name of the course	Credits
I	**Core Courses (CC)**		
	LIN-CC-511	Phonetics	4
	LIN-CC-512	Phonology	4
	LIN -CC-513	Morphology	4
	Discipline-Specific Elective (DE)		
	LIN-DE-514	Introduction to Linguistics	3
II	**Core Courses (CC)**		
	LIN-CC-521	Syntactic Theories	4
	LIN-CC-522	Semantics	4
	LIN-CC-523	Sociolinguistics	4
	Discipline-Specific Elective (DE)		
	LIN-DE-524	Clinical Linguistics	3
III	**Core Courses (CC)**		
	LIN-CC-531	Generative Syntax	4
	LIN-CC-532	Historical Linguistics	4
	LIN-CC-533	Computational Linguistics	4
	Discipline-Specific Elective (DE)		
	LIN-DE-534	Tribal Linguistics	3
	LIN-DE-535	Forensic Linguistics	3
IV	**Core Courses (CC)**		
	LINCC-541	Comparative Dravidian	3
	LIN-CC-542	Grammatical Structure of Malayalam	3
	LIN-CC-543	Field Linguistics and Language Documentation	3
	LIN-CC-544	Dissertation & Viva	5

	Discipline-Specific Elective (DE)		
	LIN-DE-545	Techniques of Translation	3
	LIN-DE-546	Language Teaching Methods	3
Any semester (I-IV)	Generic Courses (GC)		
	LIN-GC-501	General Linguistics	2
	LIN-GC-502	Language and Communication	2
	LIN-GC-503	Structure of Modern Malayalam	2
	LIN-GC-504	Tribal Studies	2
	LIN-GC-505	Gender and Language	2
	LIN-GC-506	Corpus Linguistics	2
Any semester (I-IV)	Skill Enhancement Elective (SE)		
	LIN-SE-501	Writing System and Font Design	2
	LIN-SE-502	A Course in Modern Malayalam	2

SEMESTER I	Course Code: LIN–CC-511	Credits: 4

NAME OF THE COURSE: PHONETICS

Course Outcomes:

CO1: Describe the mechanisms and process of speech production and the organs involved in the articulation of speech sound.

CO2: Articulate, perceive, and transcribe the sounds of the any languages in International Phonetic Alphabet.

CO3: Describe the place and manner of articulation of each sound and will be able to produce the sound.

CO4: Apply the above skills for describing any language in terms of phonetic standards.

CO5: Record and transcribe speech data manually using any software tools.

CO6: Create the skill and apply the user of software tools to analysis the recorded phonetic data

COURSE CONTENT

Module I: Introduction: Approaches to the study of speech sounds– articulatory, acoustic and auditory, physiology of the vocal apparatus, Articulatory Phonetics: Processes of speech production: airstream process- Pulmonic, Glottalic and Velaric, Oro-nasal process, phonation process, and articulatory process.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the mechanisms of speech production (U)
MO2: Illustrate the function, the anatomy and of the physiology of the speech organs (U)
MO3: Explain the approaches and the branches of phonetics (E)
MO4: Compare the airstream mechanisms involved in the production of various sound in the languages of the world. (E)

Module II: Articulation: Point and Manner of articulation, Identification and classification of Speech sounds- vowels and consonants, cardinal vowels (primary and secondary); complex articulation: secondary articulation, coarticulation; syllable; supra-segmental-length, stress, tone, intonation and juncture.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the point and manner of articulation. (Ap)
MO2: Identify the various segmental and suprasegmental sounds. (Ap)
MO3: Classify the vowels and consonants of language. (U)

Module III: Phonetic transcription: International Phonetic Alphabet (IPA). Narrow and broad transcription IPA Symbols-consonants, vowels; diacritics and other symbols. Outline of Malayalam Phonetics.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify and articulate the speech sounds in IPA. (Ap)
MO2: Create the skill to transcribe any unknown language. (Cr)
MO3: Apply the skill of transcription in Malayalam phonetics. (Ap)

Module IV: Acoustic phonetics: Transmission and reception of speech sounds; Acoustic properties of vocal tract, Sound waves simple and complex, Periodic and Aperiodic, spectrum, spectrogram; frequency- harmonics, fundamental frequency, resonance; formant, transition, noise spectrum, amplitude, duration, intensity; burst, airflow, and turbulence.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the concept of transmission and reception of speech sounds (U)
MO2: Identify the acoustic properties of vocal tract (Ap)
MO3: Identify and analysis the acoustic features of speech sounds in their mother tongue through spectrogram observation. (An)
MO4: Analysis all universal physical properties of speech sounds from basic to the advanced level. (An)

Module V: Spectrogram reading: Acoustic characteristics of speech sounds, sonorant, obstruent, voiced voiles, aspiration; cues for speech sounds; vowels, semi vowels, plosives, fricative, nasals, laterals and glide; voice onset time, tone and intonation in connected speech

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Analyse and evaluate the acoustic properties of speech sounds. (An)
MO2: Create the skill to use various speech analysing software. (Cr)
MO3: Compare the distinctive features of speech sounds. (E)

Module VI: Laboratory practice: Recording, editing and sampling of audio data, annotating speech data, spectrum analysis using software PRAATT- duration formant frequency, pitch and intensity

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Create the skill of recording editing and sampling of audio data. (Cr)
MO2: Create the skill of using recording and editing software CUBASE analysing software PRAAT. (Cr)
MO3: Apply the speech analysing skill to other field of knowledge like natural language processing, forensic linguistics, clinical linguistics and musicology (Ap)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics, Quiz
- Phonetic lab training in software tools

  Outside Activities:
- Field work and survey

LEARNING RESOURCES
References:

- Abercrombie, D. 1967. Elements of General Phonetics, Edinburgh University Press, Edinburgh
- Arden R.Thorum. 2013. Phonetics: A Contemporary Approach, Jones & Bartlett Learning, Burlington
- Debnath, Rupak. 2010.   A Glossaries of Phonetics & Phonology, Abhijeet Publishers, New Delhi Gray, G.W & Wise C.M 1817 The Bases of Speech, Harper & Row Publishers, New York
- Henning Reetz and Allard Jongman.2014. Phonetics. Wiley Blackwell. UK
- Jones Daniel. 1960. An Outline of English Phonetics, Cambridge, England
- Ladefoged, P. 1962. Elements of Acoustic Phonetics, University of Chicago Press, Chicago
- Ladefoged, P. 1967. Three areas of Experimental Phonetics, Oxford University Press, New Delhi
- Ladefoged, P. 1975. A Courses in Phonetics, Har Court Brace Publishers, New York
- Ladefoged, P. 2005. Consonants and Vowels, Blackwell Publishing, USA
- Pike, K.L. 1962. Phonetics, University of Michigan Press, America
- Prabodhachandran V.R 1980 *Svanavijnaanam*, Kerala Bhasha Institute, TVPM

Journals: /Online Resources:
- *Journal of Phonetics. PL,* Bod. T
- *Journal of the Acoustical Society of America.* RSL, some in PL.
- *Phonetica. PL (1988-).* Bod.
- *Speech Communication.* PL (1988-).
- *Journal of the International Phonetic Association.* PL (1987-)
- *IEEE Transactions on Speech and Audio Processing.* RSL.
- *Journal of Speech and Hearing Research.* RSL
- *Language and Speech.*Bod.
- Web: http: //www.languagebits.com/files/ma-paper

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER I	Course Code: LIN–CC-512	Credits: 4

NAME OF THE COURSE: PHONOLOGY

Course Outcomes:

CO1: Introduces the basics of phonological theory relation between Phonetics and Phonology, classification of sounds, the phonemic principles distinctive features, rule writing, and the construct 'syllable'.
CO2: Gives an opportunity to analyse and find out a phonological system for a language.
CO3: How are languages   organized as   sound systems   and how do these features transfer over to writing systems?
CO4: Provides preliminary and analytical procedures in phonemic analysis.
CO5: Apply the phonemic principles distinctive features, presented along with a brief introduction of IPA.
CO6: Analytical problems to be worked out which gives a practice to analyse a language and reduce to writing.

COURSE CONTENT

Module I: Relation between Phonetics and Phonology; concept of phoneme, phone and allophone, Hockett's principles of Phonemic analysis- phonetic similarity, contrastive distribution, complementary distribution, free variation, pattern congruity; notions of biuniqueness, neutralization and archiphoneme, marginal phoneme, multiple complementation, overlapping of allophones
.
Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the relation between Phonetics and Phonology (U)
MO2: Identify phoneme, phone and allophone (An)
MO3: Explain principles of Phonemic analysis (U)
MO4: Describe the notions of biuniqueness (U)
MO5: Identify the types of phonemes (An)

Module II: The premises of Pike: procedures of Phonemicization- Preliminary and analytical problems in Phonemic analysis, analysis of complex phonetic units into phonemic sequences and phonetic sequences into single phonemes.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the premises of Pike for phonemic analysis (U)
MO2: Describe the procedures of Phonemicization (U)
MO3: Do analytical problems in Phonemic analysis (Ap)
MO4: Analyses the complex phonetic units into phonemic sequences (An)
MO5: Analyses the phonetic sequences into single phonemes (An)
MO6: Identify the orthography for a language (Create)

Module III: The concept of syllable: structure and types of syllable, suprasegmental phonemes, tone, toneme, intonation, Phonemic stress, pitch, duration, juncture, phonotactics– distribution of phonemes, clusters, functional load– Rule writing.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the concept of syllable (U)
MO2: Identify the suprasegmental phonemes from the speech (Ap)
MO3: Describe the phonotactics– distribution of phonemes of a language (Ap)
MO4: Identify the ffunctional load and able to write rule for a language (Ap)

Module IV: Development of binary features: Jacobson's binary principle, distinctive generative model, domain of phonology, levels, modes and representation.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the ddevelopment of binary features (U)
MO2: Describe the sounds by applying Jacobson's binary principle (Ap)
MO3: Develop a distinctive generative model for languages (Cr)
MO4: Explain the domain of phonology (U)
MO5: Explain the modes and representation of phonemes (U)

Module V: Generative Phonology: Linear and non-linear approaches: levels of phonological representation; distinctive features (major class, manner, place, etc.); abstractness controversy; phonological rules- rule ordering and types of rule ordering, marked-ness; principles of lexical phonology; principles of optimality theory.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Compare linear and non-linear approaches of Generative Phonology (An)
MO2: Describe the levels of phonological representation (Ap)
MO3: Identify the distinctive features of a language (Ap)
MO4: Develop phonological rules for a language (Cr)
MO5: Describe the language by applying principles of lexical phonology (Ap)
MO6: Describe the language by applying principles of optimality theory. (Ap)

Module VI: An outline of Malayalam Phonology: Phonotactics of Malayalam, syllabic pattern, clusters. Not less than fifteen well had chosen problems of phonemic identification to be worked out.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Describe the Phonology of Malayalam (Ap)
MO2: Develop the Phonotactic rules for Malayalam (Cr)
MO3: Describe the syllabic patterns (Ap)
MO4: Identify the phonemes by applying the procedures (Ap)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments, Seminar Presentation on selected topics
- Debates, Quiz
- Demonstration of simple experiments, Field work and survey

LEARNING RESOURCES
References:

- Ambercombie, D. 1965. Studies in Phonetics and Phonology. London: Oxford University.
- Carlos Gussenhoven. 2004. The Phonology of Tone and Intonation. Cambridge: Cambridge University Press.
- Chomsky & Halle. 1968 Sound patterns of English. New York: Harper & Row publishers
- Hockett, C.F. 1958. A Course in Modern Linguistics, New Delhi: Surjeet Publications.
- Hocket C.F&Kenstowicz, M. Manual of Phonology. published by University of Chicago Press Journals.
- Jackobson, Fant & Halle. Preliminaries of Fundamentals of Language.
- Jones, Daniel. Phonemes,I nature and Use, Cambridge University Press YEAR: 2009/1967
- Kenstowicz, J Michael (Ed.) 1973. Issues in Phonological Theory. Publisher: De Gruyter Mouton.
- Kisseberth, C. 1979. Generative Phonology Description and Theory. New York: Academic Press,
- Martinet, A. (1962)   Phonology as Functional Phonetics. London: Oxford University Press.
- Paul, M. Postal (1968) Aspects of Phonological Theory. New York: Harper & Row
- Pike, K.L. (1947)   Phonemics. Chicago: Michigan Press.
- Pike K.L. (1961) Tone Languages. Abor University: Michigan Press.
- S.A. Schane and B. Bendixen: Workbook in Generative Phonology, Prentice-Hall. 1978.
- Roger Lass. (1984)   Phonology. New York: Cambridge University Press.

Web link:

- https://www.researchgate.net/publication/281694158_Generative_Phonology_and_its_successors
- https: //old.linguistlist.org/pubs/books/search-book3.cfm
- https: //all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/phonology/
- https: //ielanguages.com/phonology.html

- http: //www.math.caltech.edu/~2014-15/2term/ma191b c4/OptimalityTheoryPhonology.pdf
- https: //onlinelibrary.wiley.com/doi/book/10.1002/9780470756171
- https: //www.grin.com/document/79441

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semster/Summative Assessment: 3 hour written Exam.

SEMESTER I	Course Code: LIN–CC-513	Credits: 4

NAME OF THE COURSE: MORPHOLOGY

Course Outcomes:

CO1: Analyse internal combination of word structure.

CO2: Identify the morphemes from sentences.

CO3: Analyse word formation process in given language.

CO4: Identify immediate constituents from sentences

CO5: Identify phonological relationship in the morphological constructions

CO6: Do the computational morphological analysis.

COURSE CONTENT

Module I: Relevance of Morphology in the study of language; expression-content-correlation; Word structure; Basic Concepts: Scope and nature of morphology; concepts of morpheme, morph, allomorph, zero allomorph, conditions on allomorphs; lexeme and word; Language: Descriptive Approaches to language study, synchronic vs. diachronic; descriptive vs. prescriptive; Historical vs. Comparative. Introduction of Computational Morphology

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the approaches to language study (U)
MO2: Compare the approaches to language study- synchronic and diachronic study (U)
MO3: Distinguish between the Descriptive and Prescriptive approaches of language study (An).
MO4: Analyse word structure and Understand the concept of Morpheme. (An)
MO5: Analyse internal combination of word structure (An)

Module II: Identification of Morpheme: Nida's Principle & Hockett, Computational approaches to identification of Morphemes; Structural relationship of morphemes: additive, replacive, subtractive; positional relationship of morphemes: successive, inclusive, simultaneous.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the identification of Morpheme. (U)
MO2: Summarize the Nida's Principles for Morpheme Identification. (U)
MO3: Summarize the Hocket's Principles for Morpheme Identification. (U)
MO4: Analyse language for morpheme identification (An)
MO5: Analyse structural relationship of morphemes. (An)
MO6: Analyse positional relationship of morphemes. (An)

Module III: Distribution of morphemes; Bound vs. Free, Root vs. Stem, Nuclei vs. Non nuclei, Nuclear vs. peripheral, Continuous vs. Discontinuous. Types of morphemes: Empty, Zero, portmanteau, Roots and Affixes- prefix, suffix, infix, supra-fix, Word formation, word boundaries. Grammatical categories; - Tense, Aspects, Mood; - Person, Gender, Number; Cases and its relations, pre-position and Post positions; clitics. Introduce Morphological Analyser, practice the various language morphological analyser to identify morphemes.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the distribution of morphemes. (U)
MO2: Find out free morpheme bound morpheme, root, stem etc. (R)
MO3: Identify various types of morphemes from the sentence. (Ap)
MO4: Identify affixes (Ap)
MO5: Explain the word formation process. (U)
MO6: Analyse the word formation process from the sentence. (An)

Module IV: Immediate constituents, Principles of immediate constituent analysis, functional relationships between immediate constituents– relationship between the parts to the whole; Endocentric vs. Exocentric. Models of grammatical description; item and arrangement, item and process, word and paradigm. Morphological typology- isolated, agglutinated, inflected. Compounding and types of compounding; reduplication and backformation. Introduce Concordance analysis, collocation analysis by computational approach.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the principles of Immediate constituent analysis (U)
MO2: Analyse ICs from the sentence. (An)
MO3: Identify various grammatical models. (Ap)
MO4: Determine various sentence constructions and its grammatical models (E)
MO5: Explain the morphological typology (U)
MO6: Identify compounding and its types. (Ap)

Module V: Types of morphological structure– monomorphemic, poly morphemic; Derivation vs. Inflection; morphological structures vs. syntactic structures. Phonological and Morphological criteria for establishing the limits of morphological structures. Morphophonemic stem Alternants– Sandhi– Lexeme lemma content word, Function word and clitics. Introduce sandhi splitter by using computational approach.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the types of Morphological structure (Ap)
MO2: Determine the various morphological structure (E)
MO3: Analyse the morphological and syntactic structure. (An)
MO4: Identify the phonological relationship between the morphological construction. (Ap)
MO5: Identify Sandhis from sentences (Ap)

Module VI: Computational Morphology: Morphological Analyser; Analyse Malayalam grammatical forms; Glossing, Tagging, Affix Striping, computational identification of grammatical morphemes, Concordance analysis, collocation analysis.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the computational based morphology (U)
MO2: Discuss about the morphological analyser and its usage. (Cr)
MO3: Develop morphological analyser for given language. (Cr)
MO4: Apply computation-based glossing in a sentence (Ap)
MO5: Apply computation-based tagging in a sentence (Ap)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Field work and survey

LEARNING RESOURCES
References:

- Allerton, D.J.1979, Essentials of Grammatical Theory, London: Rutledge &Kegan Paul.
- Anderson, S. R., (1992), A- Morphous Morphology. Cambridge: Cambridge University Press.
- AndrewsCarstairs-McCarthy, 1992, Current Morphology. London, New York: Rutledge.
- Aronoff, M. & Fudeman, K., 2005 What is Morphology? Oxford: Blackwell.
- Aronoff, M., 1975 Word Formation in Generative Grammar, Cambridge: MIT Press.
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- George Town University Press.
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- Gleason, H.A. 1976, An Introduction to Descriptive Linguistics, New York: Holt.
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- Haspelmath, M.2002, Understanding Morphology, London: Hodder Arnold.
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- Katamba, F.1993. Morphology, Basingstoke: Macmillan.
- Matthews, P.H. 1972, †Inflectional Morphology. Cambridge University Press.
- Matthews, P.H.1993. Morphology (Reprint), Cambridge: Cambridge University Press.
- Nida, E. A.1967. Morphology: The Descriptive Analysis of Words. Ann Arbor.

- Shanmugam, S.E.1971. Dravidian Nouns: A Comparative Study. Annamalai: Annamalai University.
- Spencer, A. and Zwicky, A. (ed), 2001. The Handbook of Morphology, Blackwell.
- Subrahmaniam, P.S.1971, Dravidian Verb Morphology (A Comparative Study), Annamalai: Annamalai University.
- Varma, S.K. and Krishnaswamy, N.1989. Modern Linguistics: An Introduction, Delhi: Oxford University Press.

Web link for network morphology:

- http: //www.surrey.ac.uk/LIS/SMG/surrey_morphology_group
- http: //people.umass.edu/moiry/morphology.pdf
- https: //www.slideserve.com/chiku/morphology
- https: //www.slideshare.net/renedictdeleon/morphology-linguistics-51088052
- https: //wordnet.princeton.edu/download

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER I	Course Code: LIN–DE–514	Credits: 3

NAME OF THE COURSE: INTRODUCTION TO LINGUISTICS

Course Outcomes:
CO1: Describe the nature of human and animal communication.
CO2: Explain the genetic and typological features of world's language
CO3: Acquire theoretical linguistic and analytical skills for recognizing and describing the various levels of language
CO4: Discuss about the different verities of language used by the society in different occasions
CO5: Discuss the different approaches to the study of linguistics
CO6: Identify different types of grammar

COURSECONTENT

Module I: Linguistics and Language- Approaches to the Study of Language: Ancient approaches to the study of language: Indian and Greco-Roman, semiotic approach interpretation of sign Scope of Linguistics. Nature of human language- Human vs. animal communication.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the different levels of Linguistic analysis. (U)
MO2: Discuss the ancient and modern approaches to the study of languages. (E)
MO3: Identify the scope of science of Language. (Ap)
MO4: Discuss the state and nature of Human and animal communication. (E)
MO5: Outline the History and Development of the discipline Linguistics: (U)

MODULE II: Language as a cognitive system; relation with culture and thought Linguistic Relativity; Sapir Whorf hypothesis, Saussurean dichotomies: signifier and signified, langue and parole, synchronic and diachronic, syntagmatic and paradigmatic, communicative function of language- emotive conative, referential poetic, metalinguistic and phatic.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain different functions of language. (U)
MO2: Distinguish between various dichotomies proposed by different scholars. (An)
MO3: Identify different communicative functions of language (Ap)
MO4: Identify the interrelationship between language culture and society. (Ap)

MODULE III: Language families–genetic and typological classification. Language contact situation, Bilingualism and multilingualism- code switching and code mixing, varieties of language- register, style, pidgin and creole, taboo words, Lingua franca.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Discuss the genetic and typological classification of languages. (An)
MO2: Identify the Varieties of language. (Ap)
MO3: Compare the varieties of languages the pidgin and creole, Lingua franca (An)
MO4: Discuss the language contact situation. (An)
MO5: Distinguish between code switching and code mixing. (An)

Module IV: Language and Grammar- Types of grammar- Traditional, Descriptive, Formal, prescriptive and teaching grammar.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the basics of Language and Grammar. (U)
MO2: Discuss the Functions of grammar. (Cr)
MO3: Identify the Types of grammar. (Ap)

MODULE V: Interdisciplinary nature of linguistics-Philosophy, Anthropology, Sociology, Neurology, Speech Sciences, Geography, Psychology, Education, Computer Science and Literature.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the interdisciplinary nature of linguistics. (U)
MO2: Discuss the application of linguistic theories in neurology and speech sciences. (An)
MO3: Explain the application of linguistics in computer science. (Ap)

Module VI: Micro linguistics and Macro linguistics- Levels of linguistic analysis: Phonology, Morphology and syntax, Semantics and Pragmatics, Discourse

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Discuss about micro and macro linguistics (An)
MO2: Identify different levels of linguistics (Ap)
MO3: Describe linguistic features of a language (An)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT
Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Field work and survey

LEARNING RESOURCES
References

- Asher RE 1994. The Encyclopaedia of Language and Linguistics.
- Bloomfield, L.1935. Language (Revised edn.). George Allen & Unwin Ltd.
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- Hudson, R.A. 2001. Sociolinguistics. (2nd Ed.) Cambridge: Cambridge University Press.
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- Sapir, Edward .1921. Language: An Introduction to the Study of Speech. London Granada Publishing Limited
- Trudgill, Peter. 1985. Sociolinguistics: An Introduction to Language and Society. Harmondswsorth: Penguin Books.

On-line Sources
- https: //en.wikibooks.org/wiki/Linguistics/Introduction
- https: //www.youtube.com/watch?v=DF679Ks8ZR4
- https: //ufal.mff.cuni.cz/~hana/teaching/2015wi-ling/01-Intro.pdf

SEMESTER II	Course Code: LIN–CC-521	Credits: 4

NAME OF THE COURSE: SYNTACTIC THEORIES

Course Outcomes:

CO1: Explain the early linguistic theories and the traditional description of syntax
CO2: Explain the origin and development of Transformational Grammar
CO3: Impart the knowledge to apply the Transformational Grammar to language analysis.
CO4: Apply the Transformational Grammar to Malayalam language
CO5: Identify the major types of sentences in Malayalam
CO6: Analyse the syntactic structure of Malayalam

COURSE CONTENT

MODULE I: Linguistic theories: Nature, scope and types. Traditional and Structural Syntax: parts of speech: Indian classification (naama, aakhyaata, upasarga, nipaata); basic syntactic units and their types: word, phrase, clause, sentence, karaka relations; grammatical relations and case relations.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the early linguistic theories. (U)
MO2: Analyse the sentence by traditional way. (Ap)
MO3: Identify the grammatical relations. (Ap)

MODULE II: Immediate constituent analysis (IC Analysis): Principles of IC Analysis, types of ICS, hierarchical structure, limitations of IC analysis. Implications of ICA in Syntactic investigation: merits and demerits. Boundary between Morphology and Syntax

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Apply Immediate Constituent analysis (Ap)
MO2: Identify the hierarchical structure. (Ap)
MO3: Describe the merits and demerits of IC. (An)
MO4: Explain, is any boundary between Morphology and Syntax. (Ap)

MODULE III: Chomskyan Theory: finite state grammar, Phrase Structure Grammar, Transformational Grammar- origin and development. Inadequacy of PS grammars. Properties of T-rules – Types of transformational operation: movement, deletion, insertion etc. Rule ordering: extrinsic, intrinsic. Ross's constrains.

Module Outcome:
After Completion of this module, the student should be able to:

MO1: Describe Finite State Grammar. (Ap)
MO2: Explain the phrase structure of the sentences. (Ap)
MO3: Identify the transformational operations. (Ap)
MO4: Identify the constraints of T-rules. (Ap)

MODULE IV: Kernel sentences, derived sentences. General Linguistic Theory, Goals of Linguistic Theory, Universal grammar

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Describe the Transformational Grammar 1957 model. (Ap)
MO2: Explain General Linguistic theory (U)
MO4: Evaluate a grammar by Goals of Linguistic Theory (E)
MO5: Discuss about Universal grammar. (An)

MODULE V: 1965 Model of Transformational Generative grammar (TG): Components of grammar, relevance of Semantics in Grammar, deep structure and surface structure – overview of current trends in TG.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Describe the Transformational Generative Grammar1965 model. (U)
MO2: Describe the components of grammar (U)
MO3: Explain the role of semantics in grammar. (Ap)
MO4: Differentiate deep structure and surface structure. (An)
MO5: Describe the current trends in TG. (U)

MODULE VI
Processes in Malayalam: Relativization, complementation, coordination. Major types of sentences in Malayalam and their syntactic analysis. Do the syntactic analysis of a Malayalam text.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the application of Transformational Grammar to language analysis (Ap)
MO2: Identify major types of sentences in Malayalam. (Ap)
MO3: Identify the syntactic processes in Malayalam. (Ap)
MO4: Analysis the syntactic structure of a Malayalam text. (An)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT
Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates, Quiz

- Field work and survey

LEARNING RESOURCES

REFERENCES

- Chomsky, Noam.1957. Syntactic Structures. The Hague: *Mouton & Co*
- Chomsky, Noam. 1965.Aspects of theory of syntax. Cambridge, Massachusetts: MIT Press
- Lakoff, George (February 8, 1973), "Deep Language", *The New York Review of Books*
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- Elson, B and Pickett.J.V. 1964, An Introduction to Morphology and Syntax
- Ezhuthachan, K.N. The History of Grammatical Theories in Malayalam. Thiruvananthapuram: *Dravidian Linguistics Association*, 1975.
- George, K.M. Malayalam Grammar and Reader. Kottayam: *Sahithya Pravarthaka Co-operative Society Limited*, 1983.
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- Ratford, A. (1988) Transformational Grammar: A First course. CUP: Cambridge.

- Verma SK and Krishnaswamy, N. (1989)   Modern   Linguistics: An   introduction Blackwell
- V.J.Cook. & Mark Newson. (2010) Chomsky's Universal Grammar an Introduction, Blackwell publishing.

Web link:
- http://web.stanford.edu/group/cslipublications/cslipublications/pdf/1575861607.pdf
- http: //www.cs.columbia.edu/~rambow/teaching/lecture-2009-09-22.ppt
- https://books.google.co.in/books?id=mWKK5NlJ0ygC&pg=PA186&dq=lexical+functional grammar+articles&hl=en&sa=X&ved=2ahUKEwioiP-qsZbrAhUW63MBHbETAy8Q6AEwBHoECAQQAg#v=onepage&q=lexical%20functional %20grammar%20articles&f=false
- http: //esl.fis.edu/learners/advice/syntax.htm

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER II	Course Code: LIN–CC-522	Credits: 4

NAME OF THE COURSE: SEMANTICS

Course Outcomes:

CO1: Perform the disciplinary literacy of semantics to describe and explain the semantic aspects of any language.

CO2: Identify the complexities of meaning in relation to other aspects of language.

CO3: Establish the link between semantics and appropriateness in language use.

CO4: Identify some semantic characteristics of Malayalam /English and explain how aspects of the features create semantic problems;

CO5: Identify the semantic problems in communication and propose solutions.

CO6: Discuss the traditional concept of Sanskrit scholars regarding meaning

COURSE CONTENT

Module I: Semantics- definition, history and scope -approaches to the study of semantics, relationship with other discipline, historical semantics. Schools of thought on meaning, different types of meaning, Sense, reference, denotation, connotation. Nature of semantic theories

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Explain the meaning of semantics (U)

MO2: Identify the various approaches to the study of semantics (Ap)

MO3: Identify different schools of thought and explain the different types of meaning (Ap)

Module II: Lexical semantics: sense relations- synonymy, antonymy, hyponymy, metonymy, metonymy, polysemy and homonymy, troponymy, multiple meaning. ambiguity, sentence meaning and truth conditions, contradictions, entailment relations. meaning and use- semantic change, meaning components

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Identify the various sense relations. (Ap)

MO2: Identify different issues related to the meaning of the sentence (Ap)

MO3: Apply sense relations in explaining the meaning of English as well as the native words. (Ap)

Module III: Logic and semantics - logic and language, propositional logic, predicate logic, presupposition truth values, sentential connectives; arguments, predicates, quantifiers, variables; componential analysis; definiteness, mood and modality, specific vs. generic; definite and indefinite; compositionality and its limitations.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Construct the link between logic and semantics. (Cr)
MO2: Identify simple logical connectives relevant to semantics (Ap)
MO3: Formulate complex propositions using logical connectives (Cr)

Module IV: Language as a semiotic system-signification, symbols, icons; semiotics of culture, concept by Peirce C.S and Ferdinand D Saussure. Colour systems

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Construct the Link the meaning of signs and language (Cr)
MO2: Identify various semiotic systems. (Ap)
MO3: Evaluate the semiotic concept by various scholars. (E)
MO4: Analysis and interpret semiotics of various paintings, advertisements, icons etc. (An)

Module V: Pragmatics: Language use in context; communication: message model and inferential model of communication, sentence meaning and utterance meaning; performatives and speech act-levels and type of speech act deixis; presupposition and implicature: Gricean maxims; information structure; indexical, politeness.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Relate pragmatics to the meaning of sentences. (U)
MO2: Explain the three levels and the types of speech acts. (U)
MO3: Identify various maxims used in every da communication. (Ap)
MO4: Evaluate the strategies used in effective conversation. (E)

Module VI: Indian theories of meaning – traditional concepts of meaning- Paninian concept, Spoda theory. Semantics and grammar- formal grammar, grammatical categories, grammar and lexicon, grammatical relations.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Discuss the Indian traditional concept of meaning. (Cr)
MO2: Examine semantics with various aspects of grammar. (An)
MO3: Discuss the traditional concept of Sanskrit scholars like Panini and Bhatrihari regarding meaning. (Cr.)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT
Suggested Class Room Activities:
- Assignments
- Seminar Presentation on selected topics
- Quiz, Outside activities
- Field work and survey

LEARNING RESOURCES
REFERENCE

- Ann Shkman 1977. Literature and Semiotics. Amsterdam. North Holland publishing Company
- Carpenter, B. 1998. Type-Logical Semantics. MIT Press.
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- Davis, S. (ed.) 1990. *Pragmatics*. OUP.
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- Francis Recanti 1981. Meaning and force. Cambridge: Cambridge University press
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- John Lyons. 1984. Semantics Vol. I and II. Cambridge: Cambridge University press
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- Portner, P. 2005. *What is Meaning?* Blackwell.
- Saeed, J. 2015 *Semantics*. Wiley-Blackwell.
- Sebastian Lobner.2002. Understanding Semantics. London: Arnold publishers.

Journals
- International Review of Pragmatics
- Journal of Logic, Language and Information
- Journal of Historical Pragmatics
- Journal of Pragmatics
- Journal of Semantics
- Linguistics and Philosophy
- Natural Language Semantics
- Pragmatics
- Pragmatics and Cognition
- Semantics & Pragmatics

Online Resource:
- https: //wordnet.princeton.edu/sites/wordnet/files/poznan.springer.pdf

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER II	Course Code: LIN–CC-523	Credits: 4

NAME OF THE COURSE: SOCIOLINGUISTICS

Course Outcomes:
CO1: Perform the disciplinary literacy of Sociolinguistics to describe and explain the Sociolinguistic and sociological factors of languages.
CO2: Identify, describe, and explain sociolinguistic variables.
CO3: Develop questioner, conduct fieldwork and elicit data for sociolinguistic studies.
CO4: Conceptualise status and corpus level of language planning.
CO5: Identify the sociolinguistic and sociological problems of language communities.
CO6: Develop methodology and resource for the development for the action research in sociolinguistics.

COURSE CONTENT

Module I: Introduction: Sociolinguistics and Sociology of Language; Speech Community; Language and Social Stratification. Power and solidarity. Sapir-Whorf hypothesis. Linguistic repertoire: language, dialect, sociolect, idiolect; Register and Style.; Slang and Taboo. Ethnography of speaking; lingua franca; language in diaspora.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the inter relationship between language and society (Ap)
MO2: Analysis the influence of the social stratification in the language used by the speech community (An)
MO3: Identify the varieties of language use in various contexts (Ap)
MO4: Discuss the concepts of dialects and sociolect (Cr)

Module II: Use of language: Dialectology- mutual intelligibility, common core, linguistic variables- social class, social network, age, sex and gender, ethnicity; social identity and attitudes; Linguistic variations- Nature and cause- lexical, grammatical, semantic; Communicative Competence of Hymes and Hebermas, Restricted and Elaborated codes

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the variations of language, causes and the nature of variation. (Ap)
MO2: Identify the social factors and evaluate their influences on the language of the community. (E)
MO3: Distinguish the various code used by people in different contexts. (An)
MO4: Compare the concept of communicative competence of Dell Hymes and Hebermas. (E)

Module III: Dialect survey- Dialect Geography– History of Dialectology– Western, Indian and Dravidian Dialect Studies; models and techniques, questionnaire, methodology, types of survey, dialect dictionaries and dialect atlases; isogloss, focal area, relic area, transition area.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the methods and techniques of dialect survey. (Ap)
MO2: Discuss the process of preparing dialect dictionaries and atlas. (Ap)
MO3: Evaluate the dialect surveys already conducted like dialect surveys in Malayalam and the Grierson's linguistic survey. (E)

Module IV: Language in Contact: Contact linguistics- Monolingualism, Bilingualism and Multilingualism; language convergence and maintenance, language loyalty, acculturation; interferences- phonic, grammatical and lexical. Diglossia and Poliglottism; code-mixing and codeswitching borrowing, pidginization and creolization; language loss.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Compare the concepts of monolingualism, bilingualism and multilingualism. (E)
MO2: Explain the causes and effects of language contact. (U)
MO3: Identify the Diglossia and Polyglottism in Indian linguistic situation. (Ap)
MO4: Analysis the nature of pidgin language and explain the processes of pidginization and creolization (An)

Module V: Language Development: Language Planning- Status Planning, Corpus Planning and acquisition planning. Standardization and modernization; script development and modifications; Language Right, linguistic minorities and their problems.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the concept, methods and the types of language planning in general (U)
MO2: Identify the procedures in language planning which leads to the development of language variety. (Ap)
MO3: Discuss the role of a trained linguist in language planning. (Cr)
MO4: Evaluate the possibility of planning a language variety to an official language or a standard variety (E)

Module VI: Sociolinguistic Research methods: Sampling and tools; identification of sociolinguistic variables and their variants; data processing and interpretation; quantitative analysis of data; variable rules; ethnomethodology; participant observation; William Labov's Fieldwork, Discourse Analysis.
Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the different methods and techniques of sociolinguistic research. (Ap)
MO2: Identify the sociolinguistic variables and their variants (Ap)
MO3: Apply different data collection techniques in sociolinguistic field work. (Ap)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:
- Assignments
- Seminar Presentation on selected topics
- Quiz, Outside activities:
- Field work and survey

LEARNING RESOURCES

REFERENCE

- Bernstein, B. 1964. Elaborated and Restricted Codes: Their Social Origins and Some Consequences. American Anthropologist.
- Bhatia, Tej K & Ritchie. 2004. The Handbook of Bilingualism, Blackwell Cambridge,
- Chamber JK and Trudgill Peter. 1998. Dialectology, Cambridge University Press,
- Chamber JK and Trudgill Peter. 2007 Dialect Survey of Malayalam Ezhava/ Tiyya, DLA, TVPM
- Chambers, J. 1995. Sociolinguistic Theory: Linguistic variation and its social significance. Oxford: Blackwell.
- Eckert, P. 2000. *Linguistic Variation as Social Practice*. Oxford: Blackwell.
- Ehrlich, S., M. Meyerhoff and J. Holmes (eds.) 2014. The Handbook of Language, Gender and Sexuality, 2nd Edn. Wiley-Blackwell.
- Fasold, R. 1990. The Sociolinguistics of Language. Oxford: Blackwell.
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- Labov Willam. 1972. Sociolinguistic Patterns. Oxford: Blackwell.
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- Labov, W. 1994. *Principles of Linguistic Change*, Vol I: Internal Factors. Oxford: Blackwell.
- Labov, W. 2001. *Principles of Linguistic Change*, Vol II: Social Factors. Oxford: Blackwell.
- Labov, W. 2010. *Principles of Linguistic Change*, Vol III: Cognitive and Cultural Factors. Oxford: Blackwell.
- Labov, Willam.1990. The intersection of Sex and Social Class in the Course of Linguistic Change. Language Variation and Change
- Meyerhoff, Miriam. 2011. *Introducing Sociolinguistics*. 2nd ed. London: Routledge.
- Milroy, L. 1987. *Language and Social Networks*. 2nd edition Oxford: Blackwell.

Journals

- Language in Society.
- Journal of Sociolinguistics.
- Language Variation and Change.
- Research on Language and Social Interaction.
- Sociolinguistic Studies
- International journal of the Sociology of Language
- https: //www.researchgate.net/publication/331285240_Sociolinguistics
- https: //shodhganga.inflibnet.ac.in/bitstream/10603/56285/10/10_chapter%202.pdf

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER II	Course Code: LIN–DE-524	Credits: 3

NAME OF THE COURSE: CLINICAL LINGUISTICS

Course Outcomes:

CO1: Extend the knowledge of clinical linguistics to various research fields like neuolinguistics, psycholinguistics and other related area.
CO2: Differentiate various communication disorders as speech and language disorders.
CO3: Explain the role of linguistics in the management of clients with speech and language impairements.
CO4: Identify the graphical differences of disordered speech through spectrogram analysis.
CO5: Acquire mastery to diagnosis the disorders by applying various assessment methods.
CO6: Attain knowledge on recording, editing, annotating, and analysing audio data.

COURSE CONTENT

Module I: Brain and Language: Neurolinguistics- Neurological base of language production and perception; parts of brain and its role in language production.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the neurological mechanism of language function and speech production. (U)
MO2: Identify the parts of brain engaged in speech production. (Ap)
MO3: Explain the basic concepts of neurolinguistics. (U)
MO4: Identify the biological competence of human being to perceive and articulate language. (Ap)

Module II: Language versus speech: Competence and performance; Language and speech Impairments, Language acquisition and learning disability, Psycholinguistics, Role of Linguistics in clinical practice, Intervention programme.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the theoretical notion that distinguishes language and speech. (U)
MO2: Categorize the various communication disorders into language and speech disorders. (An)
MO3: Incorporate the notion of theoretical linguistics with clinical linguistics practice (U)
MO4: Explain different types of intervention programme to identify the very nature of communication disorders (Ap)

Module III Language disorders: Expressive, receptive, and mixed expressive-receptive language disorders; Developmental language disorders, Acquired language disorders; Aphasia, Dyslexia, Autism Spectrum Disorders.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify different types of language disorders and the neurological dysfunction that causes the impairments. (Ap)
MO2: Explain the speech behaviour of each language disorders (U)
MO3: Examine the written documents collected from persons having language impairments (An)

Module IV: Speech disorders: Speech production components and speech disorders, characteristics of human speech: phonation, resonance, articulation, and prosody; Structure and function of Motor system; Speech disorders; Dysarthria: Types of Dysarthria, Speech characteristics of Dysarthria, Causes of Dysarthria. Apraxia of Speech: Speech Characteristics of Apraxia of Speech, Causes of Apraxia of Speech.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the articulatory mechanism of speech production and the physical properties of speech (Ap)
MO2: Explain the motor system of speech mechanism and the causes of speech disorders (E)
MO3: Discuss the nature of two prominent speech disorders, Dysarthria and Apraxia of Speech (Cr)

Module V: Assessment methods: Assessment of speech production, Phonological and Syntactic assessment methods, Semantic and Pragmatic assessment, Assessment of Prosody.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the application of Linguistics in clinical practice. (E)
MO2: Apply theoretical methods of linguistics to understand and diagnose the impairments (Ap)
MO3: Explain the laboratory practices to identify the impairments. (E)

Module VI: Case studies: Spectrographic observation of impaired speech, Linguistic analysis of written documents, identifying phonological and syntactic errors of spoken and written data collected from persons having language and speech impairments. Diagnosis of impairments observing speech and written data.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Analyse audio data with the help of software dedicated for speech analysis. (An)
MO2: Apply linguistics methods to analyse written documents collected from persons having impairments. (An)
MO3: Diagnose the impairments by using published methods (An)
MO4: Explain various cases of language and speech impairments (E)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT
Suggested Class Room Activities:

- Assignments, Seminar Presentation on selected topics
- Data collection and analysis

- Submission of term paper on selected topic

LEARNING RESOURCES
References

- Crystal, D. 1982. Profiling Linguistic Disability. London: Arnold.
- Crystal, D. 1984. Linguistic Encounters with Language Handicap. Oxford: Blackwell.
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- Diane L. Williams (2010) *Developmental Language Disorders: Learning, Language, and the Brain.* Plural publishing, San Diego oxford Brisbane.
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Online Recourses:

- QAA Benchmarking Statements
  http: //www.qaa.ac.uk/crntwork/benchmark/nhsbenchmark/draftnhs/slt.pdf
- The Royal College of Speech and Language Therapy
  http: //www.rcslt.org/
- The International Clinical Phonetics & Linguistics Association
  http: //www.ucs.louisiana.edu/~mjb0372/ICPLA.html
- Clinical Linguistics & Phonetics
  http: //www.tandf.co.uk/journals/titles/02699206.html

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER III	Course Code: LIN–CC-531	Credits: 4

NAME OF THE COURSE: GENERATIVE SYNTAX

Course Outcomes:
CO1: Explain the development of Transformational generative grammar.

CO2: Explain the in-depth understanding of the Chomskyan model of grammar

CO3: Describe some of the basic notions of later developments in the Chomskyan model

CO4: Evaluate other grammatical models

CO5: Identify the syntactic operations and constructions

CO6: Identify the theta roles of the participants in the construction

COURSE CONTENT

Module I: Transformational generative grammar– Generative Syntax: Aspects model, problems with the aspects model, Ross's constrains, principles and parameters theory, Parameters and, null subject parameter, innateness hypothesis.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Evaluate the Transformational grammatical models. (E)
MO2: Analyse the construction by applying Aspects model. (Ap)
MO3: Identify the constrains (Ap)
MO4: Compare the principles and parameters (E)
MO5: Explain innateness hypothesis. (U)

Module II: Standard theory- Interpretive vs. generative semantics. Extended standard theory, Revised extended standard theory, introduction of Move alpha, trace theory, and the theory of LF. The EST originates in Chomsky,

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Compare interpretive semantics and generative semantics (E)
MO2: Explain the revisions in Standard theory (U)
MO3: Apply the Extended standard theory and identify the limitation (Ap)
MO4: Apply the Revised Extended standard theory for semantic interpretation. (Ap)
MO5: Apply Move alpha, trace theory (Ap)

Module III: X-bar theory: head, complement, specifier; binary branching, S as IP, S-bar as CP: DP analysis of noun phrase. Government and Binding framework– projection principle, principles of case binding, theta theory, theta marking, bounding theory – PRO and control.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Analyse the constructions by applying X-bar theory. (Ap)
MO2: Analysis languages with Government and Binding framework (An)
MO3: Assign theta role to arguments in the construction (Cr)
MO4: Explain the relationship of constituents in the construction. (U)

Module IV: Syntactic operations and constructions: Movement and trace – NP Movement (Passive– raising)– wh-movement (questions, relativization), head movement, adjunction and substitution, constraints on movement, subjacency, government and proper government, topicalization, deletion (VP-deletion, gapping) - constructions, small clauses, clefts, pseudo – clefts.

Module Outcome:
After Completion of this module, the student should be able to
MO1: Identify the syntactic operations like movement (Ap)
MO2: Explain how categories are moved in different transformations (Ap)
MO3: Apply transformational rules to get different constructions. (Ap)
MO4: Identify the constraints on movement. (Ap)

Module V: Grammatical models-II: Definite Clause Grammar (DCG), Generalised Phrase Structure Grammar (GPSG), Lexical Functional Grammar (LFG), Head-Driven Phrase Structure Grammar (HPSG) and Tree Adjoining Grammar (TAG)

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Describe Definite Clause Grammar (U)
MO2: Distinguish PSG from Generalised Phrase Structure Grammar (An)
MO3: Explain Lexical Functional Grammar (U)
MO4: Differentiate Head-Driven Phrase Structure Grammar from Generalised Phrase Structure Grammar. (E)
MO5: Describe Tree Adjoining Grammar (U)
MO6: Explain, how the above grammatical models can be used for language analysis. (U)

Module VI: Later developments: Minimalist Programme - Key Concepts: Spell-out, Greed, Procrastination, last resort, AGR-based case theory, multiple-spec hypothesis, strong and weak features; interpretable and non-interpretable features. Transformational Components: The copy theory of movement, its properties, checking devices and features of convergence.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain key concepts of Minimalist Programme (U)
MO2: Identify the strong and weak features (Ap)
MO3: Identify the transformational components and features of convergence (Ap)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT
Suggested Class Room Activities:
- Assignments
- Seminar Presentation on selected topics
- Debates, Quiz, Field work and survey

LEARNING RESOURCES
REFERENCES

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ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER III	Course Code: LIN–CC-522	Credits: 4

NAME OF THE COURSE: HISTORICAL LINGUISTICS

Course Outcomes:

CO1: Discuss the growth and development of 19th century historical and comparative linguistic**s**
CO2: Explain the different approaches to the study of language
CO3: Identify different types of sound change occurring in the languages of the world
CO4: Discuss about the phonetic laws proposed by different scholars
CO5: Explain the process of reconstruction, internal reconstruction and comparative method.
CO6: Distinguish between the lexicalization and grammaticalization process of sound change

COURSE CONTENT

Module I: Synchronic and diachronic approaches to language: interrelationship between diachronic and synchronic data. Sources: written records/recorded-literature, inscriptions; unwritten/unrecorded-dialect forms, folklores; Growth and development of 19th century historical and comparative linguistics.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the basics of Synchronic and diachronic approaches to language. (U)
MO2: Identify the different ssources of comparative and historical data. (Ap)
MO3: Discuss the growth and development of 19th century historical and comparative linguistics. (E)

Module II: Descriptive vs. Historical linguistics, comparative linguistics vs. contrastive linguistics, family tree model and wave models- subgrouping within a family, internal reconstruction vs. comparative reconstruction, cognates, etymology.

Module Outcome:
After Completion of this module, the student should be able to:

MO1: Distinguish between Descriptive vs. Historical linguistics, comparative linguistics vs. contrastive linguistics, synchronic vs. diachronic linguistics. (An)

MO2: Explain the family tree model and wave models(U)

MO3: Identify the cognates from different genetically related languages by using Etymological dictionary (Ap)

MO4: Distinguish between the internal reconstruction and comparative reconstruction (An)

MODULE III: History and theoretical paradigms: Sir.Willian Jones (1786); origin of comparative method, Francis Bopp & Francis Whyte Ellis (1816); Grimms Brothers (1822);

Grimm's Law, Verners Law, Neo-Grammarian (1870s); Neogrammarian hypothesis, Saussure (1916); Saussuriyan paradox, Roman Jakobson (1931); typology and comparative linguistics

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Discuss the theoretical paradigms proposed by different schools of thoughts (An)
MO2: Discuss the contribution of Grimm, Grassman and Varner in the historical and comparative linguistics. (An)
MO3: Explain the New grammarian hypothesis of sound change. (U)
MO4: Explain the saussuriyan paradox. (U)

MODULE IV: Types of theories/sound change - phonological change- assimilation and dissimilation, coalescence, metathesis, deletion, epenthesis; Transformational - generative approach to sound change - rule addition; rule deletion, rule generalization, rule ordering; social motivation for change; lexical diffusion of sound change, analogy and its relationship to sound change, phonological restructuring.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify different types of phonological changes (Ap)
MO2: Identify transformational and generative approach to sound change (Ap)
MO3: Discuss about the social motivation of sound change (An)
MO4: Explain the notion of syntactic phonological restructuring. (U)

MODULE V: Morphological changes; paradigmatic levelling, contamination, analogy, analogical creation, morphological re- analysis, analogic restoration; conditions for analogical changes, Reconstruction: reconstructing the proto-stages of languages- internal reconstruction and comparative method- principles and procedures definition of the word cognate-cognate collection- their scopes and limitations; innovation and retention.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the concept morphological changes and paradigmatic levelling, (U)
MO2: Discuss the cconditions for analogical changes. (An)
MO3: Explain the process of reconstruction, internal reconstruction and comparative method. (Ap)
MO4: Discuss the principles and procedures internal and comparative reconstruction. (An)
MO5: Compare innovation and retention with example. (E)

Module VI: Changes in grammatical categories; lexicalization and grammaticalization, lexical innovation, lexical split; syntactical changes; changes in transformational rule, syntactic analogy, word order

Module Outcome:
After Completion of this module, the student should be able to:

MO1: Discuss about the lexicalization and grammaticalization process (An)
MO2: Explain the notion lexical innovation with example (U)
MO3: Identify the changes in grammatical categories. (Ap)
MO4: Analysis the word order of typologically different languages (An)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Field work and survey

LEARNING RESOURCES
References

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ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER III	Course Code: LIN–CC-523	Credits: 4

NAME OF THE COURSE: COMPUTATIONAL LINGUISTICS

Course Outcomes:

CO1: Evaluate the Interdisciplinary relevance and motivation of Computational Linguistics, Application of Computational Linguistics, Major Areas & Different Domain of Computational Linguistics

CO2: Apply and execute the Different Flow chart and Algorithms for Various Text and Speech Processing, execution and analyse.

CO3: Apply the Python-NLTK, PRAAT software for Text and Speech Analyses and processing.

CO4: Criticize and evaluate the current Research and Development of Indian Language Computing.

CO5: Discuss, solve and improve the Current status of Malayalam Language computing.

CO6: Create the skill and apply the using of software, Libraries and tools to analysis and generate the new algorithms for Language Computing

COURSE CONTENT

MODULE I: Introduction to Computational Linguistics: History and development of Computational Linguistics, Interdisciplinary relevance. Motivation of Computational Linguistics, Application of Computational Linguistics, Major Areas & Different Domain of Computational Linguistics. Types of Processing: Text and Speech Processing.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Apply the inter-disciplinary relevance and approach of Computational Linguistics. (Ap)
MO2: Evaluate Major areas & different domains of Computational Linguistics. (Ap)
MO3: Understand the Application of Computational Linguistics in Linguistics Domain. (Un)
MO4: Compare the Processing of Text and Speech in Computational Linguistics. (Un)

MODULE II: Linguistics and Language Technology: Linguistics, Level of Linguistics, Applied Linguistics, Linguistics theories. Computer based Linguistic analysis. Language Technology: History & Development, Application of Language Technology. Indian Language Computing: Research & Development. Technology Development of Indian Languages (TDIL).

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Identify the Research & Development of Indian Language Computing. (An)

MO2: Differentiate General Vs. Applied Linguistics in Language Computing. (Un)

MO3: Explain and summarize the History of Language Technology and origin. (Un)

MO4: List out Computer based various Linguistics analysis in detailed manner. (Re)

MODULE III: Introduction to Computer: Basic structure of Computer Hardware & Software, Processing unit, Computer Memory, Operating System. Computer Networks. Types of Software: System Software, Application Software. Flow chart and algorithm. Language: Computer Languages & Programming Languages.

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Understand the Various processing units and execution mechanisms. (Un)

MO2: Apply and execute the Flow chart & Algorithms for Given problems. (Ap)

MO3: Compare the Types of Computer Memory: Size, Functions, Access Methods and its operations. (Un)

MO4: Classify and Compare the Computer languages and programming languages. (Un)

MODULE IV: Natural Language Processing (NLP): Natural Language Processing: Steps in NLP, Analysis and Generator. Machine Translation. Information Retrieval (IR). Speech Processing: Synthesis and Recognition. Question Answering (QA). Artificial Intelligence: Knowledge Base System. Machine Learning Algorithms.

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Identify the different models for Computational Morphological analysis. (Ap)

MO2: Generalize and summarize the Parts of speech Tagging of Indian Languages. (Un)

MO3: Build the Model for NLP system in Text and Speech Processing. (Ap)

MO4: Experiment with current Machine Translation system of whole languages. (Ap)

MODULE V: Language Tools & Software's: Corpora, Corpus building Lexicography, DBMS & Lexical database. Internet Based Language Learning and Teaching. Free and open software. Spell/grammar checker, parsing, tagging, morphological analyzer and generator, Optical Character Recognition (OCR). Software's: Python- NLTK, Text Blob and PRAAT.

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Apply the Python, PRAAT software for Text & Speech processing. (Ap)

MO2: Create the Corpora for language computing in train and evaluate the data (Cr)

MO3: Generalize the Current status of Lexicography and its development of Indian languages. (Un)

MO4: Identify and summarize the Language teaching and Learning software. (An)

MODULE VI: Malayalam Language Computing: Malayalam language technology. E-governance in Malayalam. Issues related with Malayalam computing. Fundamentals of localization and globalization. Coding & Encoding: (ISCII, ASCII, and Unicode). Introduction to Swathanthra Malayalam Computing.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Execute and evaluate the Swathanthra Malayalam Computing. (Ap)
MO2: Generalize the Current status of Malayalam Language computing. (Un)
MO3: Summarize and Expand the various Coding & Encoding in Malayalam Language. (Un)
MO4: Compare with the Localization & Globalization in different perspective. (Un)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Quiz
- Language Technology Lab Training: Python-NLTK, PRAAT
- Language Technology Lab Training: Software, Tools and Libraries

LEARNING RESOURCES

References:

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- Allen, J. 1995. Natural language understanding. The Benjamin, New York.
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Online Resource:
- https: //www.mitpressjournals.org/loi/coli. The MIT Press of Journal of Computational Linguistics.
- https: //plato.stanford.edu/entries/computational-linguistics/. Stanford Encyclopaedia of Philosophy: Computational Linguistics.
- https: //www.technoarete.org/common_abstract/pdf/IJERCSE/v4/i3/Ext_41726.pdf. Applications of Computational Linguistics to Language Studies: An Overview. (2017).
- https: //www.technoarete.org/common_abstract/pdf/IJERCSE/v5/i4/Ext_29163.pdf Natural Language Processing Various Applications and Developments in Indian Languages: Review. (2018).

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER III	Course Code: LIN–DE-534	Credits: 3

NAME OF THE COURSE: TRIBAL LINGUISTICS

Course Outcomes:

CO1: Define themselves the term Tribe.

CO2: Prepare New method for Tribal classification.

CO3: Prepare General Characteristics of Tribes through the comparison.

CO4: Prepare common Linguistic features of Tribal Languages through the comparison.

CO5: Propose and prepare different Literacy and Education strategy for Tribes.

CO6: Prepare new schemes for preserve and protect the endangering Tribal languages.

COURSE CONTENT

Module I: Tribes: Definition of the term 'Tribe', over view of Tribes around the world, Important tribal areas: Different tribal areas and its peculiarities around the world, Tribal areas in India and its peculiarities– classification of the Tribes around the world, classification of the Tribes in India – Scheduled Tribes and its peculiarities.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the term tribe and tribal communities around the world (U).
MO2: Identify the tribal areas and its peculiarities around the world (Ap)
MO3: Explain the classification of tribes (U)
MO4: Explain the classification of tribal communities in India (U).

Module II: Tribes of Kerala: important Tribal areas-list of Kerala tribes and their peculiarities. Concept of PTGs (Particularly vulnerable Tribal Groups) in Kerala, and its peculiarities. List of PTGs in Kerala and their peculiarities.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: List the tribes of Kerala (R)
MO2: Find out the peculiar features of Tribes in Kerala (R)
MO3: Identify PTGs. (Ap)
MO4: Identify peculiar features of PTGs in Kerala (Ap)
MO5: Develop new criteria for identify PTGs. (Cr)

Module III: General characteristics of the Kerala tribes: population and settlements - hamlet and house – house hold articles- dress and ornaments – tribal hierarchy – taboos – religious ceremonies – folklore – myth, music and performance, - Tribal Medicine - Social functions and ceremonies –pregnancy and child birth – marriage customs, endogamy or exogamy –

marriage and by purchase, exchange service or elopement –- death ceremonies. Kinship and its relationships. Tribe and their concept of Nature and its classification. Tribal hobbies and games.

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Explain the general characteristics of Tribes in Kerala (U)

MO2: Identify the various peculiar features of each community (Ap)

MO3: Identify the prominent folk items among them. (Ap)

MO4: Identify the special features of the social functions and ceremonies among them (Ap)

MO5: Identify the peculiarities of marriage ceremonies among them (Ap)

MO6: Explain the concept of Nature and its classification among them. (AP)

Module IV: Tribal languages of Kerala -classification of the tribal languages –Peculiar features of tribal languages of each community, study of the linguistic comparison with each community. Grammatical features of each tribal community, Kinship terminology and its kin relationship, Ethno-linguistic classification among them, Riddles and proverbs among them, Measurement and quantifiers used by each community. questionnaire for tribal field work – methods and techniques of field work – data collection and Audio –Visual Linguistic Documentation.

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Discuss about the tribal languages. (An)

MO2: Explain the classification of tribal languages. (U)

MO3: Identify the tribal languages and dialect through the comparison. (Ap)

MO4: Identify the general grammatical features of the tribal languages. (Ap)

MO5: do the tribal linguistic documentation.

Module V: Tribal Literacy program and Tribal Education program among the tribes around the world, especially Kerala; Primers Development for Tribal literacy and Education, Tribal Literacy and Education policy and its concept around the world; Orthography development for tribal literacy, Mother Tongue Education programs among them.

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Explain Tribal Literacy program around the world (U)

MO2: Develop new strategies for literacy program among the tribes (Cr)

MO3: Explain tribal Education programs around the world (U)

MO4: Develop new schemes for Tribal Education (Cr)

MO5: Develop tribal literacy and tribal education materials. (Cr)

Module VI

Endangerment of Tribal Languages, Parameters used for find out Endangerment of Tribal Languages, Preservation and protection of Tribal Languages, Schemes for protecting and preservation of tribal Languages in India and Kerala. Effort for preserve and protect the tribal languages by the Government and other agencies, Importance of Tribal Language documentation; Methods of language documentation- audio-visual linguistic documentation, tribal language mapping.

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Discuss about Endangerment of tribal Languages around the world (An)
MO2: Develop new parameters for calculate endangerment among the tribal languages (Cr)
MO3: Develop new strategies for preserve Tribal languages (Cr)
MO4: Develop new schemes for Protect Tribal Languages (Cr)
MO5: Explain the contribution of agencies to protect and preserve tribal languages around the world. (U)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Field work and survey

References

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Online References:
- http: //www.unesco.org/culture/en/endangeredlanguages/atlas. Accessed 16 June 2014.
- http: //www.nsf.gov/news/special_reports/linguistics/endangered.jsp Accessed on 14 October 2016.
- http: //www.ethnologue.com/endangered-languages

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER III	Course Code: LIN–DE-535	Credits: 3

NAME OF THE COURSE: FORENSIC LINGUISTICS

Course Outcomes:

CO1: Explore the truth potential of language.

CO2: Address and solve linguistic aspects of law.

CO3: Assist investigation agencies to use the forensic aspects of language.

CO3: Work as language expert, and expert witness with the investigation agencies and court.

CO4: Analyse linguistic evidence and report it based on the Indian Evidence Act.

CO5: Use the advance tools and technologies of forensic linguistics.

CO6: Link the application of computational linguistics in forensic document analysis.

COURSECONTENT

Module I: Introduction to language: Structure of language- phonetics, phonology, morphology, syntax, semantics and pragmatics; dialects, idiolects and register; linguistic variable; sociolinguistic variables; individual idiosyncrasies of speech and writing.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the structure of language (U)
MO2: Identify the various levels of linguistic analysis (Ap)
MO3: Identify the variations of language and linguistic variables (Ap)
MO4: Identify the idiosyncrasies of speech and writing (Ap)

Module II: Introduction to Forensic Linguistics (FoLi): FoLi- origin and development; scope; Forensic Science and justice; history-The Timothy John Evans Case (1960) The Evans Statements: A Case for Forensic Linguistics by Jan Svartvik and other cases.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the origin and scope of forensic linguistics. (U)
MO2: Discuss the history and development of forensic linguistics through various cases (Cr)
MO3: Examine the interrelationship between forensic science and justice (An)

Module III: Forensic Phonetics: Speaker recognition, and verification; voice comparison, ear witness; Intelligibility enhancement; digital sound examination; voice print; different types of transcriptions.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the methods of speaker recognition and verification (U)
MO2: Distinguish between voice comparison methods and ear witness. (An)
MO3: Evaluate the intelligibility enhancement. (E)
MO4: Analysis and interpret audio tapes, voice print and different types of transcriptions. (An)

Module IV: Author identification: Forensic stylistics, quantitative and qualitative methods; linguistic fingerprint; variation in authorship; deep syntactic layer, Chaski Method; style and markedness; mobile messages and online text; linguistics aspects of plagiarism.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the methods of authorship identification. (Ap)
MO2: Explain the linguistic aspect of plagiarism. (U)
MO3: Evaluate mobile messages and online text as forensic documents (Cr)

Module V: Language and law: Characteristics of Legal language- ambiguity, linguistic right in the court, legal cases and proceedings and private dispute- investigative stage- language of interrogation, the trial stage- language of trial and the language of judgment-appeal stage; Language of specific speech acts; Interpretation of words, phrases, and sentences; Documentation principles and practices.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the features of legal language. (Ap)
MO2: Explain the linguistic right in court (U)
MO3: Apply linguistic knowledge and techniques to the language implicated in legal cases or proceedings or private disputes. (Ap)

Module VI: Application, methods and cases: Three Forensic model: Frye Model, Daubert criteria of US (1993); CRFP Model (2000); Indian Evidence Act Section 45; How to give expert Testimony; Professional and Ethical Guidelines: IAFPA; Computational Linguistics and FoLi practices.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify different cases as models. (Ap)
MO2: Apply very known case studies to analysis crimes in Indian scenario. (Ap)
MO3: Construct a link the application of computational linguistics in forensic document analysis. (Ap)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz, Outside Activities:

- Field work and survey

LEARNING RESOURCES
REFERENCE

- Baldwin J.R. and P. French. 1990. Forensic Phonetics. Pinter Publishers, London.
- Coulthard M and J Cotterill. 2006. Introducing Forensic Linguistics. Routledge.
- Coulthard Malcolm, Johnson Alison, Wright David. 2017. An Introduction to Forensic Linguistics: Language In Evidence. Routledge. New York.
- Hollien, H 1999. The Acoustics of Crime. New York: Plenum.
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- Olsson John. 2014. Forensic Linguistics. Bloomsbury Publishing India Pvt. Ltd. New Delhi
- Olsson John. 2009. Word crime: Solving Crime through Forensic Linguistics. Continuum. London
- Solan L M 1993. The Language of Judges. Chicago. University of Chicago Press.

Online Resources:

- The International Association of Forensic Linguists
- http: //www.iafl.org (Links to an external site.) Links to an external site.
- *The International Association for Forensic Phonetics and Acoustics:*
- http: //www.iafpa.net (Links to an external site.) Links to an external site.
- Professor Roger Shuy's website (a treasure trove of articles and inside information) RogerShuy.com (Links to an external site.) Links to an external site.
- Hofstra University's studies in FL http: //www.hofstra.edu/academics/colleges/hclas/cll/linguistics/forensic-linguistic-institute.html (Links to an external site.) Links to an external site.
- Robert Leonard Associates Robertleonardassociates.com (Links to an external site.) Links to an external site.

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER IV	Course Code: LIN–CC-541	Credits: 3

NAME OF THE COURSE: COMPARATIVE DRAVIDIAN

Course Outcomes:

CO1: Speak about the Dravidian languages and its structural similarities and differences.

CO2: Compare phonological, morphological, and syntactical structure of Dravidian languages and reconstruct the earlier stages.

CO3: Identify new structural correspondence of Dravidian languages and explain.

CO4: Observe and explain the changes in Dravidian languages.

CO5: Use the descriptive data of Dravidian languages to update the comparative reconstruction.

CO6: Reconstruct the proto form of genetically related language

COURSE CONTENT

Module I: Comparative and Contrastive Linguistics, Dravidian the name- a family of languages- name of languages, geographical distribution and demographic details, subgrouping- typological features of Dravidian languages- Growth and development of Comparative Dravidian Studies - Pre-Caldwell and post Caldwell developments; contact with other families of languages.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the name Dravidian and the members of languages in that family of language (U)
MO2: Identify the various sub grouping of languages and members of that subgroup (Ap)
MO3: Identify the typological features of Dravidian languages (Ap)
MO4: Compare the development of comparative Dravidian studies (E)

Module II: Comparative Dravidian Phonology: Reconstruction of Proto Dravidian phonemic system-Vowels, consonants, consonant clusters diphthongs, and their major correspondences– vowel alternations, enunciative vowel – syllabic structure.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the phonological system of various languages in the family. (Ap)
MO2: Identify the features of Dravidian speech sounds and their major correspondences. (Ap)
MO3: Discuss the features of Dravidian vowel alternation. (Cr)
MO4: Identify the feature of syllabic structure of Dravidian languages (Ap)

Module III: Reconstruction of PDr. Roots and suffixes, Principles of etymological analysis-Phonemic composition of roots and suffixes, Morphophonemic rules of Dravidian bases. Dravidian etymological dictionary.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Reconstruct the proto Dravidian roots and suffixes link between logic and semantics. (Cr)
MO2: Identify the morphophonemic rules of Dravidian languages (Ap)
MO3: Analysis various editions of the Dravidian etymological dictionary and the cognate words in that dictionary (An)

Module IV: Comparative Dravidian morphology: Reconstruction of Dravidian form classes-Nouns; Pronouns-personal, demonstrative and interrogative; Number gender system, Numerals, Case markers, Verbs; Finite and non-finite, transitive, intransitive, causative, Negative and infinitive suffixes, tense- past, non-past; auxiliary verb.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the features of Dravidian morphology (Ap)
MO2: Identify the features of Dravidian verb morphology. (Ap)
MO3: Compare the markers of grammatical categories in various languages in Dravidian family. (E)
MO4: Identify the special morphological features of various subgroups (Ap)

Module V: Comparative Dravidian Syntax: word classes, word order, agreement, equational sentence without copula, dative subject sentences; phrases, clauses; main types of sentence structure– simple, complex, compound.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the sentence structure of Dravidian languages. (Ap)
MO2: Compare and explain the special features of Dravidian sentences (E)
MO3: Identify the features of sentence construction in individual languages of Dravidian family. (Ap)

Module VI: Problem solving- Not less than 10 problems related to the topic to be solved by the students.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Apply the reconstruction procedures. (Ap)
MO2: Analysis the cognate words from Dravidian family of languages and
MO3: Apply the reconstruction principles and reconstruct the proto Dravidian forms. (An)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz, Outside activities:
- Field work and survey

LEARNING RESOURCES
REFERENCE

- Andronov, M.S. 1970. Dravidian Languages, Nauka Publishing House, Moscow.
- Andronov M S 2001. A Comparative Grammar of the Dravidian languages. Moscow: The
- Institute of Oriental Studies (Russian Academy of Sciences).
- Bh. Krishnamurthi.2003. The Dravidian Languages. Cambridge University Press, New York.
- Burrow and Emeneau. 1968. A Dravidian Etymological Dictionary, Oxford, London, 1968
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- Sambasiva Rao. G. 1989. Comparative Study of Dravidian Noun Derivatives Bhari Publications, New Delhi.
- Subrahmanyam, P.S.1971. Dravidian Verb Morphology, Annamalai University, Annamalai Nagar.
- Zvelebil, Kamil. 1970. Comparative Dravidian Phonology. Mouton, Hague
- Zvelebil K V (1990). Dravidian linguistics: an introduction. Pondicherry, India: Pondicherry Institute of Linguistics and Culture

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER IV	Course Code: LIN–CC-542	Credits: 3

NAME OF THE COURSE: GRAMMATICAL STRUCTURE OF MALAYALAM

Course Outcomes:

CO1: Discuss the history and evolution of Malayalam language
CO2: Describe to the grammatical structure of Malayalam language.
CO3: Explain the contact of Malayalam with Non- Dravidian speakers and European contribution to Malayalam
CO4: Explain the characteristics of Malayalam in the early periods and Structure of Malayalam in Liilathilakam
CO5: Discuss the development of Malayalam writing system and Script
CO6: Identify the influence of other Languages on Malayalam

COURSE CONTENT

Module I: Sources of History of Malayalam: Internal and external sources, Region and the people, the terms 'Keeralam' and 'Malayaalam', contact with Non-Dravidian speakers: Aryan, Arabs, Jews, Persian and Western countries, Geographical and socio-cultural factors

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the Sources of History of Malayalam (U)
MO2: Explain the Malayalam spoken region and the people. (U)
MO3: Derive the terms 'Keeralam' and 'Malayaalam (Ap)
MO4: Discuss the non-Dravidians who had contact with the people. (An)
MO5: Explain the Geographical and socio- cultural factors helps to separate Malayalam
 (U)

Module II: Theories of Malayalam Origin: Evolution of Malayalam language, different theories on Evolution of Malayalam language - Six Nayas of Kerala Panini on Development of Malayalam from Tamil.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the theories of origin of Malayalam. (U)
MO2: Describe the six Nayas of Kerala Panini. (U)
MO3: Discuss how six Nayas explained the development of Malayalam from Tamil (An,)

Module III: Periodisation in the History of Malayalam: Old, Middle and Modern Malayalam. Characteristics of Malayalam in the early periods 9th-12th century AD: language of inscriptions, Ramacharitham and Bhashakautaliyam.

Module Outcome:
After Completion of this module, the student should be able to:

MO1: Explain the Periodisation in the History of Malayalam (U)
MO2: Explain the Characteristics of Malayalam in the early periods (U)
MO3: Describe the structure of inscriptional language (An)

Module IV: Grammatical tradition: Characteristics of Malayalam in Kannassaramayanam, Krishnagatha ,Ezhuthachan, Kerala Panini and Gundart's work. Structure of Malayalam in Liilathilakam –Silpas 1-3- Manipravalam, Pattu, Sandhi rules.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify what are the characteristic features of Malayalam in early works. (Ap)
MO2: Describe the structure **of** language in Kerala Panini and Gundart's work (Ap)
MO3: Explain the structure of Malayalam in Leelathilakam (U)
MO4: Explain the Structure of Manipravalam and Pattu.(Ap)

Module V: Evolution of Grammatical Structure of Malayalam: Development of Malayalam writing system and Script, Foreign contribution - European contribution, Influence of other Languages on Malayalam- loan words

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the evolution of Grammatical Structure of Malayalam (U)
MO2: Explain the Development of Malayalam writing system. (U)
MO3: Describe the Foreign contribution to Malayalam (U)
MO4: Describe the European contribution to Malayalam (U)
MO5: Identify the loan words in Malayalam (Ap)

Module VI: Modern Malayalam: Sound System, Phonetic and Phonological Description - Phonetic chart - Syllable Structure and Supra-segmental. Morphological and Syntactic Description of Malayalam, Parts of Speech, Word class, Noun - Case, Number, Gender; Verb- Tense, Mood, Aspects, Adjective, Adverb, Postpositions, Word Order, Major Type of Sentences.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Describe the structure of modern Malayalam (Ap)
MO2: Describe the Phonetic and Phonological Description of Malayalam. (Ap)
MO3: Describe the morphological and syntactic structure of Malayalam. (Ap)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:
- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Field work and survey

LEARNING RESOURCES

REFERENCES

- Asher, R. E. & Kumari, T. C. (1997). *Malayalam*. London and New York: Routledge.
- Balakrishnan, B. C. (1978). *Sanskrit Loan Words in Malayalam* (Ph.D dissertation). Thiruvananthapuram: University of Kerala
- Ezhuthachan K.N. (1975). The History of Grammatical theories in Malayalam. DLA. Thiruvananthapuram
- Godavarma K. (1951). *Kerala Bhasa Vinjaniiyampart1*. Thiruvananthapuram
- Godavarma, K. (1933-34). *Indo-Aryan loan words in Malayalam with a study of some Dravidian loans in Sanskrit.* (Ph.D. dissertation) London: University of London.
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- Joseph, P. M. 1981. *Prakrit Loan Words in Malayalam.* (Ph.D. dissertation) Thiruvananthapuram: University of Kerala.
- Kunjan pillai, Elamkulam. (1956). *Kerala Bhasayute Vikasaparinamangal.* Kottayam.
- Kunjan pillai, Suranaad.(1996). *Liilathilakam.* Language Institute. Thiruvananthapuram
- Rajarajavarma A.R.(1895). *Keralapaniniyam.*Thiruvananthapuram
- Ramaswami Ayyar, L. V. (1993,1936). *The Evolution of Malayalam Morphology*. Thrissure: Kerala Sahitya Akademi.
- Sekhar A.C. (1953). Evolution of Malayalam. Pune: Decan College
- Andrewskutty Commemoration Volume, Dept. of Linguistics, University of Kerala
- Ulloor S. Parameswara Iyar. (1953) Kerala *Sahitya Charitramvol.1* Thiruvananthapuram

Online Resource:
- https: //www.cambridge.org/core/journals/journal-of-the-international-phonetic-association/article/malayalam-namboodiri-dialect/19CBF6E9E1CE65A84928F7C9C2286A9B/core-reader

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER IV	Course Code: LIN–CC-543	Credits: 3

NAME OF COURSE: FIELD LINGUISTICS AND LANGUAGE DOCUMENTATION

Course Outcomes:

CO1: Plan, prepare, and conduct any type of linguistic fieldwork in any language community.

CO2: Develop questionnaire for linguistic fieldwork according to the type of fieldwork.

CO3: Identify language consultant and elicit linguistic data.

CO4: Identify vitality of the language and document the endangered languages.

CO5: Make use of advanced technologies and international standards to elicit analysis and document languages.

CO6: Make use of advanced technologies to revitalize endangered languages

COURSE CONTENT:

Module I: Linguistic field work: different types of fieldwork: monolingual and bilingual/multilingual fieldwork, descriptive and sociolinguistic field work; preparation for field work- informants, fieldwork equipment; dilemmas of field work- getting access, getting acceptance, maintaining acceptance, The rights and responsibilities of the fieldworker**,** Ethical issues of language documentation.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the field, fieldwork and informant (U)

MO2: Identify the various types of field work (Ap)

MO3: Make use of various fieldwork equipment and trained in using that instruments (Ap)

MO4: Explain the do and don'ts of field work and the ethical issues of language documentation (U)

Module II: Language Documentation: Working in a language- Reading the literature and hypothesis**,** methods of data elicitation and collection- questioners, Test procedures -pilot study, sample survey; Audio visual documentation, lexical database and dictionary making, grammar and text, documentation of culture and knowledge system. Linguistic standards for interlinear glossing: The Leipzig Glossing Rules.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the procedures of working in an unknown language. (Ap)

MO2: Identify the methods of data collection. (Ap)

MO3: Construct the skill of glossing techniques. (Ap)

Module III: **Language Endangerment**: Type of language endangerment, Tools for endangered-language assessment: Graded Intergenerational Disruption Scale by Fishman 1991, UNESCO's "Nine Factors" (2003), Extended GIDS by Lewis and Simons 2010; UNESCO Atlas of the World's Languages in Danger, Language endangerment in India, Endangerment of Dravidian languages

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Analysis the situation of language endangerment and the types of endangerment. (An)

MO2: Identify the tools for endangered language assessment (Ap)

MO3: Analysis the situation of language endangerment in India and the need for language documentation (An)

Module IV: **Data Processing and Language Documentation**: Types of data- video, audio, Images, Text, Metadata, Cataloguing, - Linguistic Processing- Tools for linguistic analysis and processing - data formats, data encoding, physical storage medium, software tools, Archiving, text material - Intellectual protocol and access to material

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the types of data and the linguistic process in analysing the data (Ap)

MO2: Experiment with various tools and software for analysing data. (Ap)

MO3: Make use of various software for data collection and analysis. (Ap)

Module V: **Technologies for Language Documentation:** Hardware and Software tools for linguistics fieldwork; SayMore, ELAN, FLEX, Toolbox, Seven dimension of the portability, metadata and archiving, linguistic standards of documentation.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Make use of hardware and software tools for linguistic fieldwork. (Ap)

MO2: Analysis the data by using various software. (An)

MO3: Create the skill in preparing metadata and archiving. (Cr)

Module VI: Revitalisation: Language shift and maintains, attitude of the language community, participatory revitalisation, revitalisation materials; technologies for language revitalisation; community radio and digital technologies.

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Create the skills in using different technologies for language revitalisation. (Cr)

MO2: Discuss the revitalization process and the attitudes of the language communities affect revitalization positively and negatively. (Cr)

MO3: Discuss the maintenance of community radio as part of language revitalization. (Cr)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Lab work, Outside Activities:
- Field work and survey

LEARNING RESOURCES

REFERENCE

- AnvitaAbbi. 2001.*A Manual of Linguistic Field Work and Structures of Indian Languages*. Lincom Europa.
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- Bowern, Claire (2008). Grant Application Writing. In Linguistic fieldwork: a practical guide, 170-184. Basingstoke New York: Palgrave Macmillan.
- Brids, S and Gary, S. 2003. "Seven Dimensions of Portability for Language Documentation
- Chelliah, Shobhana L. and Willem J. de Reuse ed. 2011. Handbook of Descriptive Linguistic Fieldwork. Dordrecht: Springer Netherlands
- Crowley, Terry. 2013. (reprint). *Field Linguistics: A Beginners Guide.* Oxford: OUP.
- Crystal, David. 2000. *Language Death*. Cambridge: Cambridge University Press.
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- Fishman, Joshua A. 1991. Reversing Language Shift. Clevendon: Multilingual Matters.
- Fishman, Joshua A., ed. 2001. Can threatened languages be saved? Reversing language shift, revisited: A 21st century perspective. Clevedon, UK: Multilingual Matters Ltd.
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- Hammarström, Harald. 2010. The status of the least documented language families in the world. Language Documentation and Conservation 4: 177-212.
- Jeanette, S. And Everett, D. L. 2012. *Linguistic Fieldwork.* Cambridge: CPU
- Jost Gippert, Nikolaus P. Himmelmann Ulrike Mosel. 2006. Essentials of Language Documentation. Mouton de Gruyter: Berlin.
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- Nathan, David. 2009. Audio responsibilities in endangered languages documentation and archiving. Language Documentation and Description 6: 101-16.
- Nettle, Daniel, and Romaine, Suzanne. 2000. The extinction of the world's languages. New York: Oxford University Press.
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ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER IV	Course Code: LIN–CC-544	Credits: 5

NAME OF THE COURSE: DISSERTATION & VIVA

Course Outcomes:

CO1: Identify an innovative and a specialized area of interest.

CO2: Identify linguistic methods in preparing a research/study document.

CO3: Describing the various levels and types of dissertation preparation

CO4: Application of Linguistics and Computational dissertation preparation

CO5: Recall the process of producing knowledge

CO6: Develop the study in to a dissertation

SEMESTER IV	Course Code: LIN–DE-545	Credits: 3

NAME OF THE COURSE: TECHNIQUES OF TRANSLATION

Course Outcomes:

CO1: Explain translation, theories and history of translation

CO2: Differentiate between various types of translation

CO3: Explain the importance of translation equivalence in literary translation.

CO4: Describe the various levels and types of translation**:**

CO5: Apply linguistics and Computational Aspects in translation

CO6: Discuss the process of machine translation in Indian languages

COURSE CONTENT

Module I: Translation Studies- History of Translation- Translation Theory. Science of Translation-Translation and Literary Genres. Problems of Tone and Style, Contemporary Translation Theories- Translation and Specificities of Particular Languages.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain translation, theories of translation and the history of translation. (U)
MO2: Discuss about the relevance of the application of translation Theory. (An)
MO3: Identify the problems of ttranslation in literary genres. (Ap)
MO4: Identify the state and nature of Contemporary Translation Theories. (Ap)

MODULE II: Types of Translation-Inter-lingual, Intra-lingual and Inter-semiotic, Partial Vs Full, Total Vs. Restricted, Rank Bound Vs. Rank Free, Continuous Vs. Discontinuous Vertical and Horizontal Translation. Paraphrasing, Transcription, Authorised Translation, Interpretation, Instant Translation

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain different types of translation with example. (U)
MO2: Distinguish between inter-lingual and intralingual translation with example (An)
MO3: Distinguish between vertical and horizontal translation (An)
MO4: Discuss about authorised translation (An)

MODULE III: Meaning and Emotion, Lost or Gained in Translation Equivalence and Un-translatability Textual and Translation Equivalence, Nil and Zero Equivalence, Formal Correspondences, Transference and Translation Shift, Limit of Translatability.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the importance of translation equivalence in literary translation. (U)
MO2: Distinguish between transference and translation shift. (U)
MO3: Explain the scope of Lost or Gained in Translation Equivalence. (U)
MO4: Explain the limit of translatability in literary translation. (U)

Module IV: Linguistic Aspects of Translation- Semiotics of Translation, Translation and Globalization, Translation in the Scientific Context. Philosophical Implications of Translation, Language Varieties in Translation, Technical Terminology, Lexical and Semantic Borrowing

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the llinguistic aspects of translation. (U)
MO2: Discuss about the importance of translation in Globalization. (An)
MO3: Discuss about the philosophical implications of translation (An)
MO4: Explain the techniques of translating technical terminologies (U)

MODULE V: Translation and the Cultural Context, Translations of Religious Contexts, Translatability of Cultures; in Search of the Universal in Language, Translating Radical Difference, Identities in Translation, Gender and Translation, Cultural Translation in a Postcolonial Context.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Discuss the interrelationship between translation and cultural context (An)
MO2: Discuss the interrelationship between the translation and Religious Contexts (An)
MO3: Identify the identities like gender and culture in translation (Ap)
MO4: Evaluate the Cultural Translation in a Postcolonial Context (E)

MODULE VI: Future of Translation Studies, Translation Training, Becoming a Translator - Task of the Translator, Literature in Translation. Translation Evaluation, Quality of Translation, Translation Authority, Translation Policy, Translation and IT, Use of Computer in Translation, Machine Translation, Linguistic and Computational Aspects of Translation, CAT, Processes in MT, Pre- editing and Post editing, MT Systems in Indian Languages.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Discuss about the use of computer in translation. (U)
MO2: Develop the skill to translate literary texts. (Cr)
MO3: Explain the process in Machine Translation (Ap)
MO4: Evaluate the machine translation systems in Indian languages (E)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES
References

- Andrewskutty, A. P. (1988). "Correlatives in Translatability" in *Translation as Synthesis*, Annamalai.
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- Lawrence Venutti, Scandals of Translation

- Muegge, Uwe (2005). Translation Contract: A Standards-Based Model Solution. Author House
- Newmark, P. (1993): Paragraphs on Translation*,* Clevedon, Multilingual Matters.
- Simms, Norman, editor (1983). *Nimrod's Sin: Treason and Translation in a* Snell-Hornby, M. (1988): Translation Studies: An Integrated Approach*,* Amsterdam, John Benjamins.
- Venuti, Lawrence (1994). *The Translator's Invisibility*. Routledge.
- Venuti, Lawrence, editor (2002, 2nd edition 2004). *The Translation Studies Reader*.

On-line Sources

- http: //accurapid.com/journal/index.html
- http: //accurapid.com/journal/tools.htm
- http: //europa.eu.int/comm/translation/theory/index_en.htm
- http: //translationjournal.blogspot.com/
- http: //www.biblegateway.com/cgi-bin/bible
- http: //www.emory.edu/ENGLISH/Bahri/Contents.html#Authors
- http: //www.fut.es/~apym/
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- http: //www.onelook.com/
- http: //www.usc.edu/dept/MSA/quran/

SEMESTER IV	Course Code: LIN–DE-546	Credits: 3

NAME OF THE COURSE: LANGUAGE TEACHING METHODS

Course Outcomes:

CO1: Teach Language learning students

CO2: Prepare Lesson Plan for language class room

CO3: Prepare Language Teaching materials for mentally challenged students

CO4: Prepare Language Teaching materials for Autism Spectrum Disorders

CO5: Handle Language Laboratory

CO6: Prepare Virtual class room materials.

COURSE CONTENT

Module I: Language Teaching and learning; process of learning; LSRW; language acquisition vs language learning, Language Acquisition Device (LAD), mother tongue vs second language learning; child vs adult learning, theories of learning, learning and communication strategies; conditions of learning and teaching, motivations and success; Teaching and socio-cultural setting; LI vs L2,Problems of Teaching cognate vs foreign language.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the Language Teaching and learning process (U)
MO2: Explain the LSRW and its importance in Language teaching and learning (U)
MO3: Identify various theories about Language teaching and learning (Ap)
MO4: Apply the various theories for language teaching and learning (AP)
MO5: Create new strategies for learning and communication (Cr)
MO6: Analyse the learning teaching problems among the L1 and L2 (An)

Module II: Methods of language learning and teaching: language immersion. ICT enabled Teaching and learning; Online teaching, Multimedia Teaching and learning, MOOC, Moodle, Swayam, epg padhasala. Direct, Communicative; Immersion in culture; proprietary method: pimselur method, Michel Thomas method, learning by teaching; micro teaching approach, Merits, demerits and limitations of different language teaching/ learning methods; Function of repetition, practice, revision, testing and translation and their use in language leaching, programmed learning; Computer Assisted Language Teaching and Learning (CALT/ CALL).

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify different language teaching methods and approaches (Ap)
MO2: Analyse language teaching methods (An)
MO3: Create new language teaching methods for various target groups (Cr)
MO4: Discuss about micro teaching approach (An)

MO5: Apply various aspects of language teaching (Ap)

Module III: Preparation of language teaching materials: Preparation of teaching materials for standard language, classical language, spoken language, newspaper language, etc.; Preparation of teaching materials for different target groups; mentally challenged students, Autism spectrum Disorders (ASD). Preparation of Lesson plan for language teaching, Use of contrastive Linguistics and error-analysis in language teaching; Common vocabularies and their use in language pedagogy; Specification of course material, objective, selection and grading; Language for special purpose.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Prepare language teaching material for various usages (Cr)
MO2: Prepare language teaching material for various target groups (Cr)
MO3: Prepare common vocabulary list and its usage for pedagogy and teaching material (Cr)
MO4: Apply contrastive linguistics and error analysis in language teaching (Ap)
MO5: Apply the knowledge for specification of course material (Ap)
MO6: Apply the knowledge for the selection and grading of the course material (Ap)

Module IV: Testing and evaluation: learner output; language interference; mistakes and errors; error as learning strategies; language proficiency in multilingual settings; , relevance of contrastive linguistics, error analysis and inter language; Principles and methods of language testing; Grammar testing vs. skill testing; Types of tests: aptitude, diagnostic, prognostic, achievement and proficiency; Reliability and validity of test; Modern techniques in language testing.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Develop the skill to test learners' output (Cr)
MO2: Identify new learning strategies (Ap)
MO3: Evaluate the grammatical knowledge of a learner (E)
MO4: Identify the problem of learner (Ap)
MO5: Evaluate the skills of the learner (E)
MO6: Apply modern techniques in language testing (Ap)

Module V: Teaching aids: use of aids in language learning; Use of language laboratory; Technical aids; Computer aided language teaching and learning; Language learning games; Virtual Education Models and Material for normal children and other challenged children; Remedial Teaching.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Develop the skill to handle teaching aids (Cr)
MO2: Develop the skill to handle language laboratory (Cr)
MO3: Create new language teaching aids for various target groups (Cr)
MO4: Develop the skill to handle virtual education models (Cr)
MO5: Create new virtual education models for various target groups (Cr)

Module VI: Literacy and language teaching: Mass literacy, tribal literacy. Preparation of teaching materials for literacy programs; Primer, intermediate and course book development;

Notion of inter language; Evaluation and analysis of language teaching text books in school and college levels; Steps to improve language teaching text books and teaching materials in school and college levels. Evaluation and analysis of Teaching Materials, special school teaching materials and teachers' guide. Orthography development for non-scripted languages.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Preparation of teaching material for literacy program (Cr)
MO2: Develop primers for spoken language (Cr)
MO3: Develop orthography for unwritten language. (Cr)
MO4: Analyse language teaching text books (An)
MO5: Analyse special school teaching material and teacher's guide (An)
MO6: Evaluate the teaching materials. (E)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Field work and survey

Reading list

- Agnihotri,R.K and Khanna, A.L.(ed.) 1994. Second language Acquisition: Socio cultural and Linguistic Aspects of English in India. New Delhi: Sage Publications.
- Agnihotri,R.K and Khanna, A.L (ed.).1995. English Language Teaching in India: Issues and innovations. New Delhi: Sage publications
- Billows 1961. The Techniques of Language Teaching, London
- Brown, H.D. 1981. Principles of language learning/teaching. Englewood Cliffs, Prentice Hall.
- Brown, H. 2001. Teaching by principles: An Interactive approach to language Pedagogy (2nd ed.) White Plains, NY: Longman.
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- Brumfit, C. 1984. Communicative methodology in language teaching. Oxford: Oxford University Press.
- Cook, V.1993. Linguistics and Second Language Acquisition. London: Macmillan
- Ellis.R.1985.Understanding Second language acquisition. Oxford: OUP.
- Halliday, M.A.K. et.al. 1964. The Linguistic science and Language Teaching. London. Longman
- Hall, G. 2011. Exploring English language teaching: Language in action. London, New York: Routledge.
- Johnson, K and Johnson, H. 1999. Encyclopaedia Dictionary of Applied Linguistics: A Handbook for language teaching. Oxford: Blackwell Publishers.
- Klein.W.1986.Second language Acquisition. Cambridge: CUP

- Kumaravadivelu, B. 2006. Understanding language teaching. Hills dale: Lawrence Erlbaum.
- Lado, R. 1951. Linguistics across Cultures. Applied Linguistics for Language Teachers. An arbor: The University Michigan press.
- Lado, R. 1960. Language Testing. London: Longman.
- Lado, R. 1964.Language Teaching. New York: McGraw-Hill.
- Pitcorder, S. 1973. Applied Linguistics. London: Pelican
- Prabhu.N.S. 1987.Second language Pedagogy. Oxford. OUP
- Richards,J.C.1974. Error Analysis: Perspectives on Second language Acquisition. Essex. Longman

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER IV	Course Code: LIN–GC-501	Credits: 2

NAME OF THE COURSE: GENERAL LINGUISTICS

Course Outcomes:

CO1: Describe the nature of human language.
CO2: Explain the genetic and typological features of world's language
CO3: Acquire theoretical linguistic and analytical skills for recognizing and describing the various levels of language
CO4: Discuss about the different verities of language used by the society in different occasions
CO5: Systematically analyse the linguistic structure of any language.
CO6: Explain how social variables influence the linguistic variable

COURSE CONTENT

Module I: Introduction: Language and Linguistics: Design features of language. Levels of linguistic analysis: Phonology, Morphology, Syntax, Semantics and Pragmatics

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the design features of language (Ap)
MO2: Compare the features of human communication and animal communication (E)
MO3: Explain the approaches and the levels of linguistic analysis (U)
MO4: Apply the levels of linguistic analysis in one's own language. (Ap)

Module II: Approaches to the study of language**:** Ancient approaches to the study of language: Indian and Greco-Roman, semiotic approach-interpretation of sign; Diachronic and synchronic linguistics**,** Contributions of Saussure, Jakobson, Hockett, Bloomfield and Chomsky

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify different approaches to the study of language and linguistics (Ap)
MO2: Discuss the contributions of various scholars in the development of modern linguistics (E)
MO3: Identify and compare the concept used by different scholars in linguistics (An)
MO4: Distinguish between the diachronic and synchronic linguistics (An)

Module III: Languages and Language families– genetic and typological classification. Language contact situation- monolingual, bilingual and multilingual– code switching, code mixing, Pidgin, Creole.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the important language families in the world. (Ap)
MO2: Discuss the language contact situations in India. (Ap)
MO3: Identify the effect of language contact situation. (Ap)
MO4: Describe the features of pidgin and Creole (Ap)

Module IV: Varieties of language-Language dialect– idiolect, Register, style, slang and taboo words, colloquial and standard language, diglossia.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the different varieties of language used in a community. (Ap)
MO2: Explain the features of language and dialect. (Ev)
MO3: Discuss the features of diglossic language. (Ap)

Module V: Applied Linguistics– Interdisciplinary nature of linguistics, Branches of linguistics- psychology, philosophy, language teaching, language disorders, translation etc.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the various branches of linguistics. (Ap)
MO2: Discuss the interdisciplinary nature of linguistics. (E)
MO3: Explain the role of linguistics in various academic disciplines. (E)

Module VI: Language, society and culture- social variables and linguistic variables, language in relation to Sex, Gender and Age, Restricted and Elaborated code.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Discuss the interrelationship between language culture and society. (E)
MO2: Identify the linguistic and social variables and discuss the effect of social variables in linguistics. (Cr)
MO3: Discuss the various code used by the speech community. (E)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Quiz
- Outside Activities: Field work and survey

LEARNING RESOURCES
References:

- Abercrombie, D. 1967. Elements of General Phonetics, Edinburgh University Press, Edinburgh
- Asher RE. 1994.The Encyclopaedia of Language and Linguistics.
- Bernstein, B. 1964. Elaborated and Restricted Codes: Their Social Origins and Some Consequences. American Anthropologist.
- Bloomfield,L. 1935. Language (Revised edn.). George Allen & Unwin Ltd.
- Crystal, D. 1980. A Dictionary of Linguistics and Phonetics. Cambridge: Basil Blackwell.
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- Hebermas, J. 1985. The Theory of Communicative Action. Vol.1. London: Polity Press
- Hockett, C.F. 1960. A course in Modern Linguistics. New York: Macmillan
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- Hudson, R.A. 2001. Sociolinguistics. (2nd Ed.) Cambridge: Cambridge University Press.
- Ladefoged, P. 2005. Consonants and Vowels, Blackwell Publishing, USA
- Lehmann, Winfred P. 1992a. Historical Linguistics: An introduction. 3rd rev. ed. London & New York: Rutledge.
- Lyons, John 1981. Language and Linguistics: An Introduction. United Kingdom: Cambridge University Press.
- Sapir, Edward (1921). Language: An Introduction to the Study of Speech. London Granada Publishing Limited

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER	Course Code: LIN–GC-502	Credits: 2

NAME OF THE COURSE: LANGUAGE AND COMMUNICATION

Course Outcomes:

CO1: Identify the theoretical notion of linguistics and communication studies.

CO2: Discuss how we perceive and express ideas and the way to establish effective communication.

CO3: Explain the process of communication, philosophically, scientifically and aesthetically.

CO4: Learn the methods to unearth the real fact behind a communicative text.

CO5: Analyse a work of art (painting, film)/ literary text semiotically and can identify how the meaning of a visual/verbal text is being generated.

CO6: Explain the way of communication and the nature of information in the world of cyberspace.

COURSE CONTENT

Module I: Definition of Language- Content and Expression plane. Competence and performance. Linguistic and communicative competence (Chomsky Vs Hymes). The term 'Communication'. Communication and notion related to langue and parole. Verbal and Non-verbal communication.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the idea of *language* philosophically and theoretically. (U)
MO2: Identify the process of communication on the theoretical notion of linguistics (Ap)
MO3: Categorize verbal and non-verbal communication in a new perspective (An)

Module II: Review of different models of communication. Saussure's Conceptual model of communication. Shannon and Weaver's mathematical model of communication. Roman Jacobson's Constitutive Factors Model of Communication.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the process of communication through various models. (Cr)
MO2: Discuss the relationship between communication models and different philosophical notions of the modern age. (Ap)
MO3: Apply communication models in various research fields in art, science and humanities. (Ap)

Module III: Semiotic theory of communication: Saussure's dyadic model of sign- signifier and signified. C. S. Peirce's Triadic model of signification- object, representation, and interpretation and types of signs: icon, index and symbol. Different levels of signification- denotation, connotation, myth and ideology.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the process of signification on the theoretical notion of semiotics(U)
MO2: Apply the idea of semiotics in communication studies. (Ap)
MO3: Extend the concept of semiotics into various fields like art and literature (U)

Module IV: Text and textuality- cohesion, coherence, intentionality, acceptability, informativity, situationally and intertextuality. Textual analysis and Discourse analysis (consider examples from news, art and literature). Text as verbal art-Words and images; metaphor, and metonymy

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the structure and nature of a communicative text. (U)
MO2: Analyse different types of verbal and visual text like poetry, film, painting etc. (An)
MO3: Evaluate social reality behind a text applying the discourse methods. (E)

Module V: Semiotic analysis of verbal and visual art (consider examples from literature, painting and film)- form and content relation in visual art and literature: modes and problems of representation; narration/ meta-narration in art and literature; language and communication in the world of cyber space.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Analyse a work of art (painting, film)/ literary text semiotically and identify how the meaning of a visual/verbal text is being generated. (U)
MO2: Explain the narrative structure of visual and verbal art. (E)
MO3: Explain how reality is represented through different sign system. (E)

Module VI: Language and communication in the world of cyber space: communication through social media, Nature and usage of language in cyber space, art and creative writing in cyber world.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Critically evaluate the process of communication through social media. (E)
MO2: Compare the nature and usage of language in cyber space. (E)
MO3: Explain the possibilities and extent of communication in the cyber world. (E)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:
- Assignments
- Seminar Presentation on selected topics
- Debate
- Submission of term paper on selected topic

LEARNING RESOURCES

References
- Andrew Beck, Peter Ennette and Peter Wall. 2004. Communication studies- the Essential Introduction. Routledge, London
- Berge K. L. 1994. Encyclopaedia of Language and Linguistics.
- Crystal, D. & D. Davy (1969): Investigating English style. New York: Longman
- Crystal, D. 2001. Language and the Internet. Cambridge, UK: Cambridge University Press.
- Hymes, D. H. 1972. On communicative competence. In J. B. Pride & J. Holme (eds.) Sociolinguistics, Baltimore: Penguin Books.
- Jack C. Richards, R.W. Schmidt 1983. Language and Communication. London: Rutledge. Ting-Toomey, Stella 1999.Communicating across cultures. Guildford Press, Guildford communication series
- Roland, Barthes. 1972. Mythologies. New York: The Noonday Press.
- Sapir, E.1921. Language: An introduction to the study of speech. New York
- Saussure, F. de 1966 Course in general linguistics, 1. ed., edited by C. Bally & A. Sechehaye in collaboration with A. Riedlinger and translated with an introduction and notes by W. Baskin. New York: McGraw-Hill.

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER	Course Code: LIN–GC-503	Credits: 2

NAME OF THE COURSE: STRUCTURE OF MODERN MALAYALAM

Course Outcomes:
CO1: Discuss the origin and development of Malayalam language
CO2: Explain the genetic and typological features of Malayalam
CO3: Identify the phonetic and phonological features of Malayalam
CO4: Explain the morphological structure of Malayalam
CO5: Describe the syntactic structure of Malayalam language
CO6: Identify the idiophones and interjections in Malayalam

COURSE CONTENT

MODULE I: History of Malayalam Language- General Characteristics of Malayalam- Typological and Genetic features. Origin, development and contact of Malayalam with other languages.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Discuss the origin and development of Malayalam language (An).
MO3: Evaluate the typological and genetic features of Malayalam language (E).
MO4: Evaluate the major characteristics of Malayalam language (E).

MODULE II: Phonology: Phonemes-Segmental and supra-segmental, Vowels and Consonants, Phonotactics. Syllable structures

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Identify the Phonological units (Vowels and consonants) of Malayalam (An).
MO2: Identity the different sounds and its phonetics symbols in Phonetic Chart (An).
MO3: Explain the phonotactics of Malayalam sounds (Ap).
MO4: Discuss the syllabic structure of Malayalam (An)

MODULE III: Morphology: Inflectional and Derivational morphology. Malayalam parts of speech, word class, Noun - Case, Number, Gender; Verb- Tense, Mood, Aspects, Adjective, Adverb, Postpositions.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the Inflectional and Derivational features of Malayalam morphology (Ap).

MO2: Identity the Parts of speech of Malayalam language. (An)

MO3: Explain the morphological structure of Malayalam (Ap)

MODULE IV: Syntax: Types of Sentence, Direct and Indirect Speech. Subordination. Adjective phrase, Adverbial phrase, Noun Phrases. Structural questions, Post positional phrase, Coordination, Negation, Anaphora, Reflexives, Reciprocals, Possession, Emphasis.

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Identify the Sentence types in Malayalam Language (An).

MO2: Discuss the features of structure of Malayalam sentences. (An)

MO3: Identity the different phrase in Malayalam (Ap)

MODULE V: Lexicon: Structured semantic fields, Kinship, colour terminology, Body parts and Basic Vocabulary. Native and borrowed - from Sanskrit and Other languages, Tatbhava and Tatsama.

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Identify the native and borrowed lexical items Malayalam Language (Ap).

MO2: Distinguish between the Tatbhava and Tatsama in Malayalam (An).

MO4: identify the features of basic vocabularies of Malayalam (Ap)

MODULE VI: Idiophones and Interjection- types and structure of Idiophones- reduplication, onomatopoeic.

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Identify the Idiophones and Interjections of Malayalam (Ap).

MO2: Describe the types and structures of Idiophones in Malayalam (E)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Quiz

LEARNING RESOURCES

References:

- Abraham. P.T. 1978. Relative Clause in Malayalam. Annamalinagar: Annamalai University.
- Asher R.E and TC Kumari. 1997. Grammar Series (Malayalam), New York and London, Routledge.
- Ezhuthachan. K.N. 1998. The History of Grammatical Theories in Malayalam. Thiruvananthapuram: Dravidian Linguistic Association.
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- Raveendran. P.N. 1975. Nominal Composition in Malayalam. Annamalinagar: Annamalai University.
- Sreedevi. B. 1991. Syntactic Patterns of Malayalam and Telugu. Thiruvananthapuram: Vivek Publication.
- Usha Nambudripad. 1994. Samuhika Bhaasa vijnanam: Study on Sociolinguistics Thiruvananthapuram: State Institute of Languages.

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER	Course Code: LIN–GC-504	Credits: 2

NAME OF THE COURSE: TRIBAL STUDIES

Course Outcomes:

CO1: Describe the term Tribe

CO2: Realise the tribal culture around the world

CO3: Create new classification methodology

CO4: Compare the Tribal culture with other people

CO5: Develop a new strategy for Tribal development planning

CO6: Develop new strategy for protect and preserve their culture.

COURSE CONTENT

Module I: Tribes- Definition of the term 'tribe', over view of Tribes around the world, Important tribal areas: Different tribal areas and its peculiarities around the world, Tribal areas in India and its peculiarities, classification of the Tribes around the world, classification of the Tribes in India- Scheduled Tribes and its peculiarities.

MO1: Identify the tribes around the world. (Ap)
MO2: Identify the tribal areas and around the world (Ap)
MO3: Explain the classification about tribe. (U)
MO4: Prepare a new method for tribal classification (Cr)
MO5: Analyse about schedule tribe and its peculiarities. (An)

Module II: Tribes of Kerala- important Tribal areas– list of Kerala tribes and their peculiarities. Concept of PTGs (Particularly vulnerable Tribal Groups) in Kerala, and its peculiarities. List of PTGs in Kerala and their peculiarities.

MO1: Discuss about the tribes of Kerala (An)
MO2: Identify the peculiar features of Tribes in Kerala (Ap)
MO3: Explain PTGs. (U)
MO4: Find out peculiar features of PTGs in Kerala (R)
MO5: Find out the concept of PTG (R)
MO6: Develop new criteria for identify PTGs (Cr)

Module III: General characteristics of the Kerala tribes: population and settlements appearance – hamlet and house – house hold articles- dress and ornaments – tribal hierarchy - agriculture – hunting – food and drinks – crime and punishment – disease and treatments –

taboos – religious ceremonies – folklore – myth, music and performance, - Tribal Medicine – Handicraft making.

MO1: Explain general characteristics of Kerala tribes (U)
MO2: Explain the administrative system among them (U)
MO3: Identify general peculiar features of them. (Ap)
MO4: Find out the concepts of folklore and myths (R)
MO5: Find out the tribal medical system. (R)

Module IV: Social functions and ceremonies– pregnancy and child birth -marriage customs, endogamy or exogamy- marriage and by purchase, exchange service or elopement- polygamy, polyandry, Sororate and levirate marriages- death ceremonies. Kinship and its relationships. Tribe and their concept of Nature and its classification. Tribal hobbies and games, - Riddles and proverbs among them.

MO1: Explain the social functions and ceremonies among the Tribes (U)
MO2: Identify various Marriage customs among the tribes (Ap)
MO3: Identify various death ceremonies and its other functions related with it. (Ap)
MO4: Identify various Kin and Kin relationships (AP)
MO5: Explain the tribal concept of Nature and its classification (U)
MO6: Identify their hobbies, riddles and proverbs. (Ap)

Module V: Tribal literacy programs: Tribal literacy programs around the world, governmental and non-governmental, Tribal developmental policies and programs around the world, India and in Kerala. Tribal Education policies and programs around the world, India and in Kerala. Concept of tribal literacy material and its usage among them.

MO1: Explain Tribal Literacy program around the world (U)
MO2: Develop new strategies for literacy program among the tribes (Cr)
MO3: Discuss about tribal Education programs around the world (An)
MO4: Develop new schemes for Tribal Education (Cr)
MO5: Develop new orthography for tribal languages (Cr)
MO6: Develop tribal literacy and tribal education materials. (Cr)

Module VI: Endangerment of Tribal culture around the world, India and in Kerala, Parameters used for Endangerment of Tribal culture by various organizations and government. Scheme for protection and preservation of Tribal culture and language around the world, India and in Kerala.

MO1: Explain the Endangerment of Tribal culture around the world (U)
MO2: Explain the parameters used for find the Endangerment of tribal culture (U)
MO3: Identify the various levels of Endangerment among them. (Ap)
MO4: Identify the causes of Endangerment among them. (Ap)
MO5: Develop new preservation strategies for tribal culture (Cr)
MO6: Develop schemes for protect tribal culture. (Cr)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Field work and survey

LEARNING RESOURCES

REFERENCE

- Agesthialingam, S, 1976. Kanikkara Dialect, Annamalai University, Annamalainagar.
- Annamalai, E. 1990.Linguistic Dominance and Cultural Dominance: a study of Tribal Bilingualism in India. In D.P Pattanayak (ed.) Multilingualism in India, Philadelphia: Clevedon.
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- Bhattacharya, S. 1957. Studies in Comparative Munda Linguistics, Shimla: Indian Institute of Advanced Study.
- Census of India 1961. Vol. VII, part VI. G, Village Survey Monographs, Tribal Areas.
- Census of India 1971. Series 9 Kerala Part II A
- Census of India 2001. Paper I of 2007: Language, New Delhi: Office of the Registrar General, India.
- Chandrasekhar, A. 1957. "The Dialect of Kanikkar – A Hill Tribe in South Kerala", Annals of Oriental Research Centenary, Number, Vol. XIII, University of Madras.
- Chandrasekhar, A. 1961. "Kaanikkaarute bhaasa," Mathrubhumi Weekly, November 19, Cochin.
- Charles Rajkumar J, 1977. Morphological Typology of Kurumba, Tamil and Malayalam, Linguistics, University of Kerala.
- Endangered Languages, United Nations Educational, Scientific and Cultural Organization, UNESCO, 2016. Web
- Gopinathan Nair, B, 1976. "Tribal Dialect survey – Purpose and scope", studies in Dialectology, Vol. I, No. 2, Department of Linguistics, University of Kerala.
- Karunakaran, K, 1977. "A study of Social Dialects in Tamil-Methods and Practices", studies in Dialectology Vol. I, No. 3 (Mimeographed). Department of Linguistics, University of Kerala.
- Khubchandani, L. M.1992. Tribal identity: A language and communication perspective (vol.78). South Asia Books
- Krishna Iyer, L.A, 1937. The Travancore Tribes and Castes, Vol. I Government Press, Thiruvananthapuram.
- Lewis, M. Paul, Gary F. Simon, and Charles D Fenning (eds.). 2016. Endangered Languages, Ethnologue: Languages of the World, Nineteenth edition. Dallas, Texas: SIL International.

- Malone, E, 2008. Endangered Language: A Special Report, National Science Foundation,
- Mathur P.R.G., 1977. Tribal Situation in Kerala, Kerala Historical Society, Thiruvananthapuram.
- Mishra, A.K. 2011, Tribal Languages and Tribal Language Education at Elementary Level. New Delhi: Lakshi Publishers and Distributers.
- Moseley Christopher (ed.) 2010 Atlas of the world's Language in Danger, 3rd edn. Paris, UNESCO Publishing. On line version:
- Probodhachandran Nayar., 1980. "Tribal Dialects of Idukki," Report pf the U.G.C. Project on the Sociolinguistic survey of the Tribal Dialects on the Idukki Districts of Kerala, (Mimeographed).
- Rajendran, N. 1986. Muduga Language, Ennes Pulication. Kollam.
- Saktivel, S., 1976. Tribal Languages of India, Navalar Pusthaka Nilayam, Madurai.
- Sam Mohanlal, 1991. A Descriptive Analysis of Urali, Central Institute of Indian Languges Press, Mysore.
- Somasekaran Nair, 1976. Paniyar, National Book Stall, Kottayam.
- Somasekaran Nair, 1977. Paniya Bhasha, National Book Stall, Kottayam.
- Thurston, E. 1909. Land Marks in India Anthropology: Caste and Tribes of Southern India, New Delhi: Cosmo Publications.

Online Resource:

- http: //www.nsf.gov/news/special_reports/linguistics/endangered.jsp Accessed on 14 October 2016.
- http: //www.ethnologue.com/endangered-languages
- http: //www.unesco.org/culture/en/endangeredlanguages/atlas. Accessed 16 June 2014.

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER	Course Code: LIN–GC-505	Credits: 2

NAME OF THE COURSE: GENDER AND LANGUAGE

Course Outcomes:

CO1: Demonstrates the disciplinary literacy in the relation between gender and language.

CO2: Identify how social gender is reflects and expresses in any languages.

CO3: Identity, describe, and explain the sociolinguistic variable gender.

CO4: Explain the construction of femininity and masculinity in languages.

CO5: Develop principles and solutions for gender neuter use of language.

CO6: Develop research design to generate knowledge of the interaction between gender and language.

COURSE CONTENT

Module I: Introduction: Language, society and culture, identity; the concepts- sex and gender-interplay of biology and sociology; Theorizing gender in sociolinguistics and linguistic anthropology- sexism, gender stereotypes and social roles.

Module Outcome:
MO1: Identify the interrelationship between language society and culture (Ap)
MO2: Distinguish between the concepts sex and gender (An)
MO3: Discuss about the gender stereotypes in framing the social roles (Cr)

Module II: The feminist foundations of language, gender, and sexuality: Reflection of gender in language, linguistic variation among different genders, women's language- use of tags, vocabularies, kinship terms, personal names, taboo words etc.

Module Outcome:
MO1: Identify the linguistic variations among different genders. (Ap)
MO2: Explain how gender reflects in one's own language. (E)
MO3: Identify the features of women's language. (Ap)

Module III: Gender and conversation- Speech act theory, Functions of talk and motives of talkers: gender oppositions, interruption and turn taking, power and gender, gender in discourses.

Module Outcome:
MO1: Explain how gender influences in conversation (U)
MO2: Analysis gender markers in discourses (An)
MO3: Identify the interrelationship between gender and power (Ap)

Module IV: Gender Perspectives of Body, Social Construction of Femininity, Social Construction of Masculinity and gender transformations, performing gender identitieshetro-sexual masculinity

Module Outcome:
MO1: Compare the social construction of masculinity and femininity (E)
MO2: Discuss how gender identities perform through language (E)

Module V: Sex and covert prestige-language change and sex/gender roles in bilingual communities, gender discrimination in language, gender neutral language usage

Module Outcome:
MO1: Identify the relationship between the sex and prestige (Ap)
MO2: Discuss how sex/gender roles change when language change (Cr)
MO3: Identify the gender-neutral usage of language. (Ap)

Module VI: Feminist Communication Theories, Gender Stereotyping in Media- Electronic and new media, gender and language vitality, methodology of the study of gender and language.

Module Outcome:
MO1: Discuss the gender stereotyping in electronic and print media. (Cr)
MO2: Explain the feminist communication theories. (U)
MO3: Explain the methodology used in the study of gender and language (U)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates and model conversation
- Quiz

LEARNING RESOURCES
REFERENCE

- Eckert, Penelope and Sally McConnell-Ginet. 2003. Language and Gender. Cambridge: Cambridge University Press.
- Lakoff, Robin. 1973. Language and woman's place. Language in Society 2: 45-80.
- Cameron, Deborah. 1997. Performing gender identity: Young men's talk and the construction of heterosexual masculinity. In Language and Masculinity, eds. S. Johnson and U. Meinhof. Malden, MA: Blackwell. 47-64.
- O'Barr, William M. and Bowman K. Atkins. 1980. "Women's language" or "powerless language?". In eds. S. McConnell-Ginet, R. Borker, and N. Furman, Women and Language in Literature and Society. New York: Praeger. 93-110. –
- Dubois, Bettty Lou and Isabel Crouch. 1975. The question of tag questions in women's speech: they don't really use more of them, do they? Language in Society 4 (3): 289-294.

- Holmes, Janet. 1986. Functions of "you know" in women's and men's speech. Language in Society 15: 1-22.
- Trudgill, Peter. 1972. Sex, covert prestige, and linguistic change in the urban British English of Norwich. Language in Society 1: 179195
- James, Deborah. 1996. Women, men and prestige speech forms: A critical review. In eds. V. L. Berguvall, J. M. Bing, and A. F. Freed, Rethinking Language and Gender Research: Theory and Practice.

Online Resource:
- http: //semantics.uchicago.edu/kennedy/classes/sum07/myths/myths4-gender.pdf
- https: //study.com/academy/lesson/the-effects-of-gender-on-language.html

ASSESSMENT:

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER	Course Code: LIN–GC-506	Credits: 2

NAME OF THE COURSE: CORPUS LINGUISTICS

Course Outcomes:

CO1: Build your own corpus for various language studies such as analysis, generation and documentation.
CO2: Analyse and categorize the applications for Corpus Linguistics in the Modern Information society.
CO3: Examine the Different corpus processing task such as parsing, Concordance, KWIC, Sorting, Indexing, Stemmer, Tokenization and etc.
CO4: Criticize and Evaluate the current Research & Development of Indian Language Corpora and Machine-Readable Language database.
CO5: Discuss, solve and improve the Current status of Malayalam Language computing.
CO6: Evaluate different algorithms for Parsing and Morphological analyser and n-gram model for text and speech processing.

COURSE CONTENT

Module I: Introduction: Definition of Corpus. Corpus vs. Corpora. Characteristics, Need for Corpus Linguistics- Types of Corpus- Historical development: - How to build corpus- Why corpus linguistics? Different types of Corpus, Corpora Development, World Wide Web as a corpus, British National Corpus, Speech Corpora, Multimedia corpora, Parallel Corpus.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Explain the Corpora for theoretical and applied in Language studies. (U)
MO2: Evaluate Major World Wide Corpus development for Computational studies. (Ap)
MO3: Classify the Text and speech corpus for Language analysis (An)
MO4: Compare the Different types of Corpus for Language studies. (U)

Module IV: Corpus Design: How to design our own corpus– enrichment of corpus for our own applications. Corpus collection and design. Applications of Corpus Linguistics. Machine Readable Corpus, Language Achieves.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Build your own corpus for various language studies such as analysis, generation and documentation. (Ap)
MO2: Evaluate Major areas & different applications of Corpus Linguistics. (Ap)

MO3: Understand the Corpus design methodology and mechanisms. (U)

Module III: Annotation: Tools for annotation– Methods to annotate the given text- Issues in annotation– Annotating the texts of Indian Language Texts. Corpus Annotation: Tagging, Parsing, Treebank, and Corpus Tools: Dictionaries, Thesaurus creation, Tokenization, Concordance, And Stemmer.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Apply the Different corpus annotation: Methods and Process. (Ap)
MO2: Evaluate and summarize the Major annotation task for Corpus linguistics. (Ap)
MO3: Understand the Application of corpus annotation for language computing. (U)
MO4: Examine the Different corpus processing task such as parsing, Concordance, Stemmer, Tokenization and etc. (An)

Module IV: Corpus analysing Tools: Different text processing techniques: Concordances, Frequency count Key word in context (KWIC) index, Morphological processing, parsing and Lemmatization. Sorting- counting text tokens– Generating frequency lists for a given text file, making n-grams.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Evaluate the different corpus processing tasks such as KWIC, Concordance, Lemmatization, Sorting and indexing. (E)
MO2: Evaluate different algorithm's for Parsing and Morphological analyser (Ap)
MO3: Understand the n-gram model for language processing in given corpora. (U)
MO4: Compare the Different text processing techniques in Corpus linguistics. (U)

Module V: Application of Corpus in Research: Use of corpora in Natural Language Processing, Linguistics, Lexicography, Language teaching, Text and Speech Technology, Machine Aided Translation.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Apply the inter-disciplinary relevance and approach of Corpus Linguistics. (Ap)
MO2: Evaluate Major areas & different domains of Corpus Linguistics. (Ap)
MO3: Understand the Application of Corpus Linguistics in Linguistics Domain. (U)
MO4: Identify the Research & Development of Indian Language Computing. (An).

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT
Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics

- Quiz
- Language Technology Lab Training: Python-NLTK, PRAAT
- Language Technology Lab Training: Software, Tools and Libraries

LEARNING RESOURCES
REFERENCE

- BoSvensen 1993. Practical lexicography: Principles and methods of dictionary making.
- Dash, Niladri Sekhar. 2005. Corpus Linguistics and Language Technology, New Delhi: Mittal Publications.
- Geoffrey Sampson and Diana McCarthy: 2004. Corpus Linguistics: Readings in a Widening Discipline. Continuum Press.
- Grishman,R, Computational Linguistics: An Introduction, New York
- Martin Wynne (ed.). 2005. Developing Linguistic Corpora: A Guide to Good Practice.
- Mejis, M. 1996. Linguistic Corpora and Lexicography. In Annual reviews of Applied Linguistics, vol. 16.
- Natural Language Understanding, Allen J, The Benajmins and Cummings Publishing Company Inc. 1994.
- Ruslan Mitkov. 2003. The Oxford Handbook of Computational Linguistics, Oxford University Press.

Online Resource:

- Oxbow Books. http: //www.ahds.ac.uk/creating/guides/linguistic-corpora/index.htm
- https: //www.journals.elsevier.com/applied-corpus-linguistics. Applied Corpus Linguistics.
- https: //benjamins.com/catalog/ijcl. International Journal of Corpus Linguistics.
- https: //www.mitpressjournals.org/loi/coli. The MIT Press of Journal of Computational Linguistics.
- https: //plato.stanford.edu/entries/computational-linguistics/. Stanford Encyclopedia of Philosophy: Computational Linguistics.
- https: //www.technoarete.org/common_abstract/pdf/IJERCSE/v4/i3/Ext_41726.pdf. Applications of Computational Linguistics to Language Studies: An Overview. (2017)
- https: //www.technoarete.org/common_abstract/pdf/IJERCSE/v5/i4/Ext_29163.pdf Natural Language Processing Various Applications and Developments in Indian Languages: Review. (2018).

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER	Course Code: LIN–SE-501	Credits: 2

NAME OF THE COURSE: WRITING SYSTEM AND FONT DESIGN

Course Outcomes:

CO1: Create the skill and apply the using of software, Libraries and tools to analysis and generate the new algorithms for Language Computing.

CO2: Create the skill to Orthography and Manuscript writing of given any language.

CO3: Identify the Various Encoding and Decoding processing and execution mechanisms.

CO4: Compare the ASCII, ISCII and Unicode Types: Size, Conversion, Storage size, Access Methods and its operations.

CO5: Apply the Python-NLTK, PRAAT software for Text & Speech Analyses, and processing.

CO6: Execute and evaluate the Swathanthra Malayalam Computing.

COURSE CONTENT

Module I: Writing System: Definition, History of writing system. Types of Writing system-phoneme, grapheme, allophone and allograph.

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Apply the skills on Differentiate the different writing system. (Ap)

MO2: Evaluate Major types of writing systems and origins. (Ap)

MO3: Explain the Writing system and scope in Linguistic domain. (Un)

MO4: Compare and summarize the Phoneme, Grapheme, Allophone and Allograph in Linguistics. (Un)

Module II: Orthography: Orthography and Manuscript writing. Script form and reform, Phonetic: writing, description. IPA: Style, symbols.

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Create the skill to Orthography and Manuscript writing of any language. (Cr)

MO2: Create the skill to transcribe any unknown language. (Cr)

MO3: Apply the skill of IPA transcription in any language phonetics. (Ap)

Module III: Font Design: Font design and development, Font setting, Typesetting. Language scripts- Devanagari, Malayalam. Typography, Text Layout. Desktop Publishing (DTP).

Module Outcome:

After Completion of this module, the student should be able to:

MO1:   Explain Various Font Design and Conversion mechanisms to another font. (Un)

MO2: Apply and execute the font and type setting of any given language. (Ap)

MO4: Apply and execute the Text Layout and Desktop Publishing. (Ap)

Module IV: Encoding and Decoding: Encoding and Decoding scheme, Character encoding and decoding: ASCII, ISCII, UNICODE- UTF-8, UTF-16, UTF-32. Code point: Bit and Byte. Character sets, code character sets.

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Explain Various Encoding and Decoding processing and execution mechanisms. (Un)

MO2: Compare the ASCII, ISCII and Unicode Types: Size, Conversion, Storage size, Access Methods and its operations. (Un)

MO3: Apply and execute the Flow chart & Algorithms for Given problems. (Ap)

MO4: Classify and Compare the Character set and Code point set. (Un)

Module V: Language Tools and Software's: Language: Natural, Machine, Programming and Artificial Languages. Free and open software. Software's: Python- NLTK, Text Blob and PRAAT.

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Apply the Python, PRAAT software for Text & Speech processing. (Ap)

MO2: Create the Free and Open source software for language computing in train and evaluate the data set (Cr)

MO3: Generalize the Current status of Language tools, Libraries, Packages and software's its development of Indian languages. (Un)

MO4: Identify and summarize the Languages: Natural, Programming and Artificial (Ap)

Module VI: Swathanthra Malayalam Computing: Development, Localization, Globalization, Internationalization, standardization. Free and Open Source Software's in Malayalam language. Malayalam font Design, Development and setting.

Module Outcome:

After Completion of this module, the student should be able to:

MO1: Execute and evaluate the Swathanthra Malayalam Computing. (Ap)

MO2: Explain the Current status of Malayalam Language computing. (Un)

MO3: Summarize and Expand the various Coding & Encoding in Malayalam Language. (Un)

MO4: Compare with the Localization & Globalization in different perspective. (An)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT
Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Quiz
- Language Technology Lab Training: Python-NLTK, PRAAT
- Language Technology Lab Training: Software, Tools and Libraries

LEARNING RESOURCES
REFERENCES:

- Allen, J. 1995. Natural language understanding. The Benjamin, New York.
- Bloomfield L.C.1933. Language.
- Dash, Niladri Sekhar. 2005. Corpus Linguistics and Language Technology, New Delhi: Mittal Publications.
- Grishman,R, Computational Linguistics: An Introduction, New York
- Jeffrey D Ullman, Rajeev Motwani and John E Hopcroft: 2000. Introduction to Automata Theory, Languages, and Computation (2nd Edition), Addison Wesley.
- Martin Wynne (Ed.). 2005. Developing Linguistic Corpora: A Guide to Good Practice. Oxbow Books.
- Peter Whitelock. 1995. Linguistic and Computational Techniques in Machine Translation, 2nd Edition, Taylor & Francis
- Ruslan Mitkov. 2003. The Oxford Handbook of Computational Linguistics, Oxford University Press.

Online Resources:

- https: //unicode.org/consortium/consort.html. The Unicode Consortium.
- https: //www.ascii-code.com/. ASCII Code.
- https: //theasciicode.com.ar/. ASCII Code Table.
- https: //www.mitpressjournals.org/loi/coli. The MIT Press of Journal of Computational Linguistics.
- https: //plato.stanford.edu/entries/computational-linguistics/. Stanford Encyclopedia of Philosophy: Computational Linguistics.
- https: //www.technoarete.org/common_abstract/pdf/IJERCSE/v4/i3/Ext_41726.pdf. Applications of Computational Linguistics to Language Studies: An Overview. (2017).
- https: //www.technoarete.org/common_abstract/pdf/IJERCSE/v5/i4/Ext_29163.pdf Natural Language Processing Various Applications and Developments in Indian Languages: Review. (2018).

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER	Course Code: LIN–SE-502	Credits: 2

NAME OF THE COURSE: A COURSE IN MODERN MALAYALAM

Course Outcomes:

CO1: Describe the structure of Malayalam language in linguistic perspective.
CO2: Explain the structure of Modern Malayalam as revealed by the scientific investigations on Malayalam
CO3: Apply the skills on Malayalam reading and writing system
CO4: Describe the Morphological, word and Syntactic Description of Malayalam
CO5: Explain the Malayalam language variation based on social variables
CO6: Disseminate, use and evaluate the Swathanthra Malayalam Computing.

COURSE CONTENT

Module I: General Characteristics of Malayalam– Typological and Genetic features. Origin, Development and Contact of Malayalam with Other Languages.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Apply the skills on Malayalam writing system. (Ap)
MO2: Explain the Malayalam phones and alphabets. (U)
MO3: Explain the Typological and Genetic features. (U)
MO4:   Discuss the Origin, Development and Contact of Malayalam with Other Languages. (An)

Module II: Sound System of Malayalam, Phonetic and Phonological Description - Phonetic chart - Syllable Structure and Supra- segmental.

Module Outcome
After Completion of this module, the student should be able to:
MO1: Apply the skills on Malayalam sound system. (Ap)
MO2: Explain the Malayalam Phonetic and Phonological Description. (Ap)
MO3: Explain the Phonetic chart - Syllable Structure. (Un)
MO4: Identify Supra- segmental features. (Ap)

Module III: Morphological and Syntactic Description of Malayalam, Parts of Speech, Word class, Noun - Case, Number, Gender; Verb - Tense, Mood, Aspects, Adjective, Adverb, Postpositions, Word Order, Major Type of Sentences.

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Describe the Morphological and Syntactic Description of Malayalam. (Ap)
MO2: Explain the Parts of Speech. Tense, Mood, Aspects (Ap)
MO3: Explain the Word class, Noun - Case, Number, Gender. (U)
MO4: Identify the Adjective, Adverb, Postpositions. (Ap)
MO5: Identify Word Order, Major Type of Sentences (Ap).

Module IV: Lexicon - Native and Borrowed- from Sanskrit and Other languages, Tatbhava and Tatsama.

After Completion of this module, the student should be able to:
MO1: Explain the peculiarities of Malayalam Lexicon (Ap)
MO2: Identify the Malayalam Native words. (Ap)
MO3: Identify the Borrowed words from Sanskrit and Other languages in Malayalam. (U)
MO4: Distinguish between Tatbhava and Tatsama. (An)

Module V: Malayalam language and Variation, Dialect and Sociolect, Regional and Social Variations with Specific examples.

Module Outcome
After Completion of this module, the student should be able to:
MO1: Apply the skills on Malayalam variation system. (Ap)
MO2: Explain the Malayalam language variation based on social variables. (U)
MO3: Distinguish between the Dialect and Sociolect. (An)
MO4: Distinguish between Regional and Social Variations with Specific examples. (An)

Module VI: Introduction to Swathanthra Malayalam Computing, Malayalam Language Computing and technology. Issues related with Malayalam computing. E-governance in Malayalam. Fundamentals of localization and globalization. Coding & Encoding: (ISCII, ASCII, and Unicode).

Module Outcome:
After Completion of this module, the student should be able to:
MO1: Execute and evaluate the Swathanthra Malayalam Computing. (Ap)
MO2: Generalize the Current status of Malayalam Language computing. (Un)
MO3: Summarize and Expand the various Coding & Encoding in Malayalam Language. (Un)
MO4: Compare with the Localization & Globalization in different perspective. (Un)

LEARNING RESOURCES
REFERENCES:

- Abraham. P.T. (1978). Relative Clause in Malayalam. Annamalinagar: Annamalai University
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Online Resources:

- http: //mm.kerala.gov.in/
- http://mm.kerala.gov.in/%E0%B4%AE%E0%B4%B2%E0%B4%AF%E0%B4%BE%E0%B4%B3-%E0%B4%AA%E0%B4%A0%E0%B4%A8%E0%B4%82/
- http: //mami.kerala.gov.in/modules/home/main/home1.php?rd=sT_rG
- https://play.google.com/store/apps/details?id=com.malayalamuniversity.malayalapaadam
- http: //www.keralaculture.org/malayalam-language/547

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.