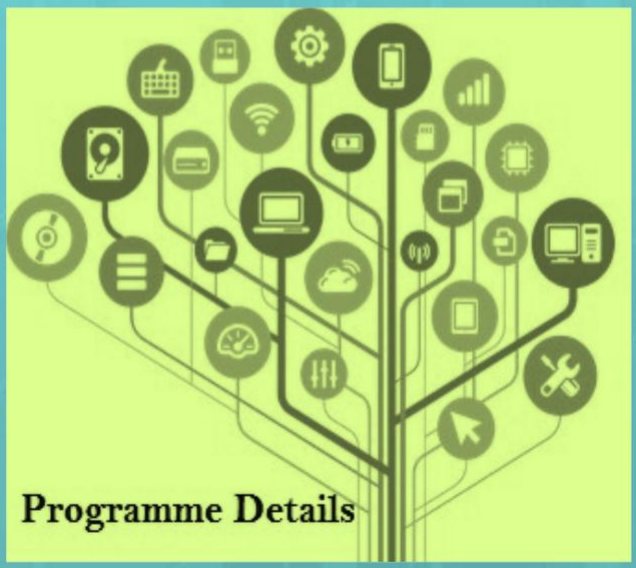
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

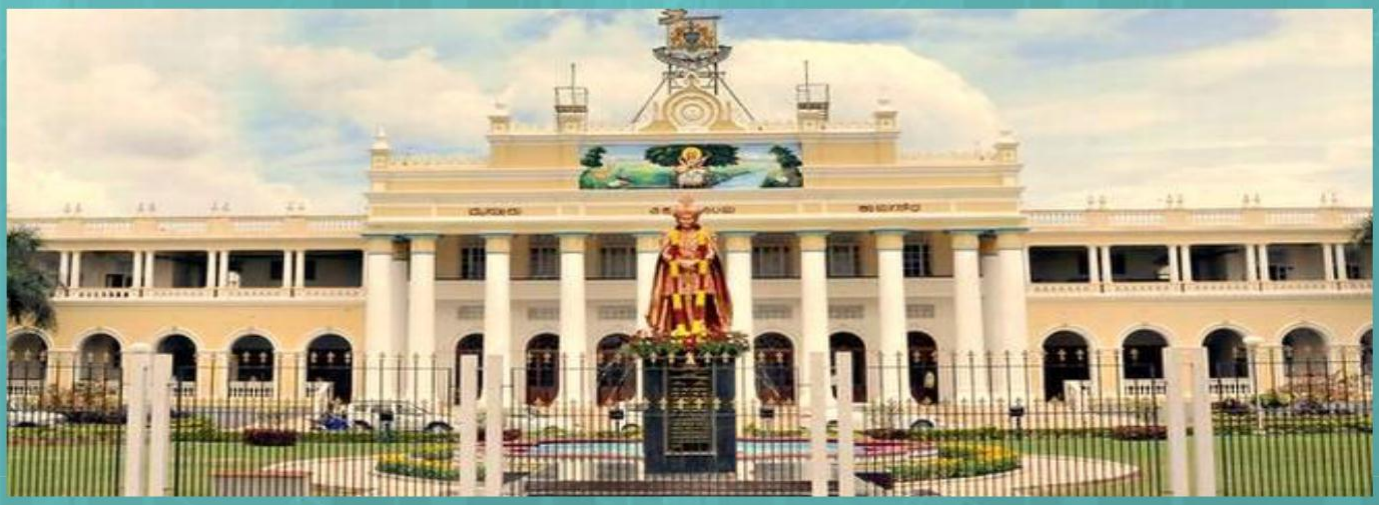
University of Mysore

(Estd.1916)

M.A. LINGUISTICS

Choice Based Credit System (CBCS)





UNIVERSITY OF MYSORE

KUVEMPU INSTITUTE OF KANNADA STUDIES

Department of Studies in Linguistics

Manasagangotri, Mysuru-570006

Regulations and Syllabus

Master of Arts in Linguistics (M.A.)

(Two-year semester scheme)

Under

Choice Based Credit System (CBCS)

Dr. B. K. RAVINDRANATH
M.A.(Ling.)M.A.(Anthro.)Ph.D.
Chairman BOS in Linguistics (Composite)
K.I.K.S.,University of Mysore
Manasagangotri, Mysore-570 006

UNIVERSITY OF MYSORE
GUIDELINES AND REGULATIONS LEADING TO MASTER OF ARTS IN LINGUISTICS (TWO-YEAR SEMESTER SCHEME UNDER CBCS)

Programme Details

Name of the Department	:	Kuvempu Institute of Kannada Studies
Subject	:	Linguistics
Faculty	:	Arts
Name of the Programme	:	Master of Arts in Linguistics (M.A.)
Duration of the Programme	:	M.A. 2 years divided into 4 semesters

PROGRAMME OBJECTIVES:

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

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

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

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

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

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

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

PROGRAMME OUTCOMES:

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

1. Approach Languages scientifically in terms of their structure, meaning and focuses on comprehensive knowledge about language and its structure and use.
2. Understand and articulate general issues concerning the nature & function of language. These include the basic mechanisms common to all languages: The domains of phonetics, phonology, morphology, syntax, semantics, and pragmatics.
3. Analyze specific sounds & understand the systematic properties of the sound system.
4. Compare and contrast languages in terms of systematic differences in phonetics, phonology, morphology, syntax, semantics, and pragmatics.
5. Understand and analyze the link between language and various dimensions of culture.
6. Understanding the cognitive and social dimensions of first and second language acquisition.
7. Understanding of the principles of first and second language acquisition and to apply them in appropriate contexts.
8. Understanding of the individual processes and strategies that affect the way people acquire and use first and second languages.
9. Knowledge of how people acquire first and second languages and the implications for schooling and educational policy.
10. Understanding of the social functions of language and the roles they play in culture.
11. Understanding and appreciation of how language and communication work to affect the socio-cultural world.
12. Understand, appreciate and analyze the role of language in everyday interactions.
13. Understanding of the values associated with ways of speaking and their social and personal consequences.
14. Acquire knowledge of contemporary issues in language policy and the ability to take a public and professional role in these issues.
15. Understanding of language variation, including historical and social and regional dialects.
16. Understanding of the equality of all linguistic codes (languages, dialects, varieties, etc.).
17. Evaluate and adapt current language teaching methodologies.
18. Apply appropriate knowledge of language testing and language proficiency assessment.
19. Contribute to curriculum planning and program evaluation.
20. Ability to understand and evaluate current research methodologies and how they are applied to problems in linguistics.

PROGRAMME SPECIFIC OUTCOMES

Upon completion of the Master of Arts in Applied Linguistics, students will be able to:

1. Apply knowledge and skills as working applied linguists in areas such as language survey, literacy, Scripture in use, TESOL, and translation.
2. Identify concepts pertaining to language systems and related theory and practice in applied linguistics.
3. Exhibit personal and professional commitment to ethical and biblically informed practice in applied linguistics.
4. Demonstrate their ability to create research projects to address issues in their areas of applied linguistics specialty.
5. Demonstrate their ability to create research projects to address issues in their areas of applied linguistics specialty.

PROGRAMME PEDAGOGY:

- Classroom teaching will be using whiteboard and marker, PowerPoint presentation information and communication technology
- Conceptual Knowledge Lectures and demonstrations
- Theoretical disciplinary knowledge Lectures and demonstrations
- Methodological and analytical knowledge Lectures and demonstrations
- One on one interaction or with small student numbers during tutorial classes
- Student seminar paper presentation in each semester
- The student will be tested for their writing abilities to answer precise and essay type of questions
- Project/ dissertation work on a small research problem and every student will be subjected viva voce examination by external examiners
- Invited talks from eminent scholars

M.A. DEGREE COURSE STRUCTURE AND SYLLABUS

Semester - Details	Course Nos.	Title of the Courses	Credits Pattern	Nos. of Credits	Teaching Hours of a week			Duration of the Exams	Marks of the Exams	Internal Assessment Marks	Total Marks
					Lecture	Tutorials	Practical				
FIRST SEMESTER											
I	HDL-01	Schools of Linguistics (HC)	3:1:0	04	03	02	00	03	70	30	100
	HDL-02	Advanced Phonetics and Phonemics (HC)	3:1:0	04	03	02	00	03	70	30	100
	HDL-03	Advanced Morphology and Syntax (HC)	3:1:0	04	03	02	00	03	70	30	100
	HDL-04	Advanced Semantics (SC)	3:1:0	04	03	02	00	03	70	30	100
	HDL-05	Language and Society (SC)	3:1:0	04	03	02	00	03	70	30	100
SECOND SEMESTER											
II	HDL-06	Advanced Historical and Comparative Linguistics (HC)	3:1:0	04	03	02	00	03	70	30	100
	HDL-07	Lexicography (HC)	3:1:0	04	03	02	00	03	70	30	100
	HDL-08	Current Trends in Dialectology (HC)	3:1:0	04	03	02	00	03	70	30	100
	HDL-09	Computational Linguistics(SC)	3:1:0	04	03	02	00	03	70	30	100
	HDL-10	Introduction to Language and Culture(OE)	3:1:0	04	03	02	00	03	70	30	100
THIRD SEMESTER											
III	MAL-01	Comparative Dravidian Linguistics (HC)	3:1:0	04	03	02	00	03	70	30	100
	MAL-02	Translation Studies (HC)	3:1:0	04	03	02	00	03	70	30	100
	MAL-03	Research Methodology and Field Linguistics (HC)	3:1:0	04	03	02	00	03	70	30	100
	MAL-04	Language Planning(SC)	3:1:0	04	03	02	00	03	70	30	100
	MAL-05	General Linguistics : An Introduction(OE)	3:1:0	04	03	02	00	03	70	30	100

FOURTH SEMESTER

IV	MAL-06	Mass Communication and Media Language (HC)	3:1:0	04	03	02	00	03	70	30	100
	MAL-07	Psycholinguistics(HC)	3:1:0	04	03	02	00	03	70	30	100
	MAL-08	Term Work / Major Project / Dissertation(HC)	1:3:0	04	01	09	00	--	60	40	100
	MAL-09	Advanced Language Teaching Methods(SC)	3:1:0	04	03	02	00	03	70	30	100
	MAL-10	Applied Linguistics : An Introduction(OE)	3:1:0	04	03	02	00	03	70	30	100

FIRST SEMESTER

HARDCORE

COURSE-I: SCHOOLS OF LINGUISTICS

MAIN OBJECTIVES OF THIS COURSE:

The main aim of this course is primarily intended to make the students aware of different Linguistic Approach to Language. Hence, unique elementary concepts of Schools of Linguistics and an overview of the subject Schools of Linguistics are briefly mentioned in this course.

COURSE OUTCOMES:

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

1. Understand the history of linguistics and changes of languages through periods
2. Compare and contrast the philosophy of Linguistic schools of India and abroad
3. Evaluate the theories of medieval linguistic with the modern period
4. Compare the latest developments in Europe, America, and Asian countries

COURSE CONTENT:

UNIT – I :

LINGUISTICS IN INDIA: Introduction to Indian Schools of Linguistics-A brief history of Schools of Indian Linguistics-Traditional School (Classic period)-Panini Patanjali, Katyayana, Hemachandra- etc., Phonetics –In Ancient time, Contribution of Western scholars to Indian Linguistics – Comparative Philology, studies of Dravidian Languages, Modern Period –Indian Linguistics in Pre-independence and Post-independence Periods. Summer schools of Indian linguistics, Pioneer Linguistic studies Deccan College, CIIL, Regional centers of CIIL, CIEFL, CIH, JNU, Banaras University, University of Mysore, Karnataka University, Aligarh Muslim University, etc., Recent Trends and developments of Indian linguistics

UNIT – II:

EUROPEAN SCHOOL OF LINGUISTICS: **Geneva School-** De Saussures contribution to Linguistics – Language, Parole, Language – Synchrony, Diachronic Linguistic sign – associative, Syntagmatic relationship, **Prague School -** Contribution of R. Jacobson and N.S. Trubetzkoy Oppositions- Classification of its Opposition, Concept of Archie Phoneme; Copenhagen school-Language as an algebraic structure- Glossematics French School: Andre Martinets Functional Linguistics, **London School -** British tradition in Phonetics, Malinowski's context of situation, semantic theory, Phatic communion, Firth's contextual theory of meaning, prosodic Phonology, systems Structure grammar – Halliday's scales and categories systemic grammar, Social aspect of language

UNIT – III:

AMERICAN SCHOOL OF LINGUISTICS - I: Early stages and influence of Anthropology – Boas, Sapir and the development of linguistics – Bloomfield's Descriptive linguistics, behaviorism, taxonomy, scientific Linguistics – Golden age of Descriptivism and Hockett, Trager, Harris –Development of mentalistic trend.

UNIT – IV:

AMERICAN SCHOOL OF LINGUISTICS – II : Development of Transformational Generative Grammar, Phrase structure, Grammars, Contemporary American models of grammars: Tagmemic model (K. L. Pike)– Stratificational Model (S. Lamb) – Generative Semantics (Lakoff) Descriptive Model (Hockett, Harris)-Case Grammar (Fillmore)

BOOKS FOR REFERENCE:

BLOCH & TRAGER	1969	Outline of Linguistics Analysis
BLOOMFIELD, L.,	1933	Language
CHOMSKY, N.,	1957	Syntactic structure
	1965	Aspects of the theory of Syntax
COOK		Introduction to Tagmemic Analysis
DAVIS	1975	Modern Theories of Language
FIRTH	1952	Papers in Linguistics
HALLIDAY	1961	Categories of the theory of grammar, word-17
IVIC		Trends in Linguistics
KATZ FODER		Structure of Language
LAMB, S.,		Introduction to Stratificational Linguistics
LANGEDOEN		London school of Linguistics
MARTINET		Functional view of Language
SAUSSURE		Course in General Linguistics
ಹಂಪ ನಾಗರಾಯ್ಯ	1980	ಭಾಷಾವಿಜ್ಞಾನಿಗಳು, ಪ್ರಗತಿ ಮುದ್ರಕರು, ಬೆಂಗಳೂರು
ರವೀಂದ್ರನಾಥ್ ಬಿ.ಕೆ.	2015	ಭಾಷಿಕ ಮಾನವಶಾಸ್ತ್ರ, ಸ್ಪ್ರಿಂಗ್‌ಲೀಫ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಮೈಸೂರು.

COURSE-II: ADVANCED PHONETICS AND PHONEMICS

MAIN OBJECTIVES OF THIS COURSE:

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

COURSE OUTCOMES :

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

1. Understand and describe the structure of the speech organs and their function and the basic methods of articulation and they will develop laboratory skills for the acquisition of experimental phonetic data describe the most important categories of vowels and consonants.
2. Describe the supra-segmental features of the language and Analyse the acoustic property of speech sounds
3. Understand the nature and basic concepts of phone, phoneme, and allophone.
4. Gather and collate the spoken data of any language for phonemic analysis and analyze the given data using the principles and procedures of phonemics

5. Evaluate phonemes and allophones and form basic phonological patterns of any given language. Compare and classify various theoretical models of phonology according to the nature of the language.

COURSE CONTENT :

UNIT – I:

LANGUAGE AND LINGUISTICS: Definitions and the design of a Language, Nature, Scope and Characteristic Features of the language, Uses of language, Language and Writing. Definitions, Nature and Scope of Linguistics, Uses of Linguistics, Broad branches of Linguistics - General and Applied,

UNIT – II:

STUDY OF PHONETICS: Definitions – Different branches of Phonetics – Articulatory Phonetics, Acoustic Phonetics, Auditory Phonetics, **ARTICULATORY PHONETICS** (Organs of Speech) : Production of Speech Sounds Articulators and their functions, Speech Sounds, Classification of Speech Sounds- Secondary Articulation, Qualities of Speech sounds –Suprasegmental Features

UNIT–III:

ACOUSTIC AND AUDITORY PHONETICS: Sound waves – Acoustic properties of Speech sounds - Frequency, Amplitude, Periodic sounds, aperiodic sounds, Resonance, Filtering, Spectrum, Spectrogram, Pitch, Loudness, Length, Transitions, Time, Aspiration and Manners **AUDITORY PHONETICS**: Speech Perception- Auditory nature of speech sounds - Brain mechanisms

UNIT – IV:

STUDY OF PHONOLOGY: Phonemics- Definitions, Difference between Phonetics and Phonemics, Phone, Allophone, Phoneme, Principles of Phonemic Analysis, **TRANSCRIPTION**: IPA Symbols- Phonetic Transcription, Phonemic Transcription, Transliteration, Translation Problems on Phonology and Recent developments in Phonology etc.

BOOKS FOR REFERENCE

ABERCROMBIE, D., 1967 Elements of General Phonetics
CONNOR, J.D., 1973 Phonetics
DANIEL JONES 1976 An Outline of English Phonetics
HEFFNER, R.M.S., 1949 General Phonetics
HYMAN,L , 1979 Phonology and Practice
JOHN LAVERS 1994 Phonetics
JOOS, MARTIN 1966 Readings in Linguistics
LADEFOGED,P., 1972 A Course in Phonetics
1962 Elements of Acoustic Phonetics
1969 Preliminaries and Linguistic Phonetics
LYONS, J., 1968 Introductions to Theoretical Linguistics
MALMBERG, B., 1963 Manual of Phonetics
PIKE, K.L., 1944 Phonetics
1947 Phonemics
VARSHNEY,R.L., 1986 An Introductory Text Book of Linguistics and Phonetics
WILLIAMS, T.E., 1981 Phonemics
ಕುಳ್ಳಿ, ಜೆ. ಎಸ್., 1971 ವರ್ಣನಾತ್ಮಕ ಭಾಷಾವಿಜ್ಞಾನ, ಸಿರಿಗನ್ನಡ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
ಕೆಂಪೇಗೌಡ, ಕೆ., 1978 ಧ್ವನಿವಿಜ್ಞಾನ, ಭಾಷಾಭಾರತೀ, ಮೈಸೂರು
1980 ಧ್ವನಿಮಾವಿಜ್ಞಾನ , ಭಾಷಾಭಾರತೀ, ಮೈಸೂರು
ಚಿದಾನಂದಮೂರ್ತಿ, ಎಂ., 1973 ಭಾಷಾವಿಜ್ಞಾನದ ಮೂಲತತ್ತ್ವಗಳು, ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ, ಮೈಸೂರು

ನಾಗರಾಜಯ್ಯ ಹಂಪ 1966 ಭಾಷಾವಿಜ್ಞಾನ, ಡಿವಿಕೆ ಮೂರ್ತಿ, ಮೈಸೂರು

ಬಿಳಿಗಿರಿ, ಎಚ್.ಎಸ್., 1970 ವರ್ಣನಾತ್ಮಕ ವ್ಯಾಕರಣದ ಮೂಲತತ್ತ್ವಗಳು, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು

ರವೀಂದ್ರನಾಥ್ ಬಿ.ಕೆ. 2015 ಭಾಷಿಕ ಮಾನವಶಾಸ್ತ್ರ, ಸ್ಪ್ರಿಂಗ್‌ಲೀಫ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಮೈಸೂರು.

ರಾಜೇಶ್ವರಿ ಮಹೇಶ್ವರಯ್ಯ 1987 ಆಧುನಿಕ ವರ್ಣನಾತ್ಮಕ ಭಾಷಾವಿಜ್ಞಾನ, ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ

ರಾಮಕೃಷ್ಣ, ಆರ್. 1999 ಭಾಷಾವಿಜ್ಞಾನ ವಿಹಾರ, ತೇಜಸ್ವೀ ಪ್ರಕಾಶನ, ಮೈಸೂರು

2006 ಭಾಷಾಸಂಪದ, ಶ್ರೀಕ್ಷೇತ್ರ ಪ್ರಕಾಶನ, ಮೈಸೂರು

ರಾಮಚಂದ್ರ, ಸಿ. ಎಸ್., 1999 ಕನ್ನಡ ಭಾಷಾಲೋಚನ, ಮಾಂಗಿರಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು

2005 ಕನ್ನಡ ಭಾಷಾ ಆಲೋಕನಾ, ಸಾರಾ ಎಂಟರ್‌ಪ್ರೈಸಸ್, ಮೈಸೂರು

ಸೋಮಶೇಖರಗೌಡ 2000 ಭಾಷೆ ರಚನೆ ಮತ್ತು ಬಳಕೆ, ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು

COURSE-III : HDL – 03 ADVANCED MORPHOLOGY AND SYNTAX

MAIN OBJECTIVES OF THIS COURSE:

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

COURSE OUTCOMES:

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

1. Understand the internal organization of words in languages and analyse the parts of speech.
2. Classify the words based on morphological principles. Describe and Evaluate the process of word-formation.
3. Understand the phrase structure grammar. Apply the concepts of various syntactic theories and differences among them.
4. Analyse and Evaluate the role of syntactical components.
5. Differtiate NP and VP structures

COURSE CONTENT :

UNIT – I :

MORPHOLOGY: Nature and scope of Morphology- Definitions of Morpheme, Morph, Allomorph, Morpheme relation- Principles for the identification of Morphemes- Morphemes and word, Word and meaning, Types of words-word order, Classification of words morphs and morphemes

UNIT– II :

MORPHOLOGICAL PROCESSES, CONSTRUCTIONS AND : ANALYSIS: Affixation- Reduplication- Internal Change- Zero Modification – Juxtaposition ;: Inflectional and Derivational - Constructions- Morphophonemics etc. I.C. Analysis- Form classes- Grammatical Categories

UNIT – III:

MODELS OF GRAMMATICAL DESCRIPTION: Item and Arrangement Item and Processes, Word and Paradigm – Paradigmatic and Syntagmatic relations- Parts of Speech- Problems on Morphology

UNIT – IV:

SYNTAX, .SYNTACTICAL CONSTRUCTIONS AND ANALYSIS: The boundary between Morphology and Syntax- Syntactical Structure, Syntactical Linkages, By Selection, Context, Concord, Governmental Concord, Government and Cross reference etc: Endocentric and Exocentric Constructions, Types of Sentences- Transformations and p- rules and T-rules etc. Recent Developments in Morphology and Syntax

BOOKS FOR REFERENCE

ANDREW RADFORD AND OTHERS 1999 Linguistics: An Introduction

BACH 1964 An Introduction to Transformational Grammar

CHOMSKY,N., 1965 Aspects of the Theory of Syntax

1957 Syntactical Structures

COOK 1969 An Introduction to Tagmemic Analysis

CRYSTAL, D., 1971 Linguistics

GLEASON. H.A., 1961 An Introduction to Descriptive Linguistics

HARRIS, E.S., 1951 Methods of Structural Linguistics

HOCKETT, C.F., 1958 A Course in Modern Linguistics

KARUNAKARAN, K, AND WILLIAMS, E., 1984 Morphology: An Introduction

KATZ FODOR 1964 Structure of Language

MATHEWS,P.H., 1974 Morphology: An Introduction to theory of word Structure

NIDA,E.A., 1949 Morphology: A Descriptive Analysis of words

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

ಕುಳ್ಳಿ, ಜಿ. ಎಸ್., 1971 ವರ್ಣನಾತ್ಮಕ ಭಾಷಾವಿಜ್ಞಾನ , ಸಿರಿಗನ್ನಡ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

ಕೆಂಪೇಗೌಡ, ಕೆ., 1992 ಸಾಮಾನ್ಯ ಭಾಷಾವಿಜ್ಞಾನ, ಭಾರತೀ ಪ್ರಕಾಶನ, ಮೈಸೂರು

1994 ಭಾಷೆ ಮತ್ತು ಭಾಷಾವಿಜ್ಞಾನ, ಭಾರತೀ ಪ್ರಕಾಶನ. ಮೈಸೂರು

ಚಿದಾನಂದಮೂರ್ತಿ, ಎಂ., 1973 ಭಾಷಾವಿಜ್ಞಾನದ ಮೂಲತತ್ತ್ವಗಳು, ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ, ಮೈಸೂರು

ನಾಗರಾಜಯ್ಯ ಹಂಪ 1966 ಭಾಷಾವಿಜ್ಞಾನ, ಡಿವಿಕೆ ಮೂರ್ತಿ, ಮೈಸೂರು

ಬಿಳಿಗಿರಿ, ಎಚ್.ಎಸ್., 1970 ವರ್ಣನಾತ್ಮಕ ವ್ಯಾಕರಣದ ಮೂಲತತ್ತ್ವಗಳು, ಬೆಂಗಳೂರು

ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು

1995 ವರಸೆಗಳು, ಕನ್ನಡ ಸಂಘ, ಕ್ರೈಸ್ಟ ಕಾಲೇಜು, ಬೆಂಗಳೂರು

ರಾಜೇಶ್ವರಿ ಮಹೇಶ್ವರಯ್ಯ 1987 ಆಧುನಿಕ ವರ್ಣನಾತ್ಮಕ ಭಾಷಾವಿಜ್ಞಾನ, ಸಮಾಜ ಪುಸ್ತಕಾಲಯ,

ಧಾರವಾಡ

ರಾಮಕೃಷ್ಣ, ಆರ್. 1999 ಭಾಷಾವಿಜ್ಞಾನ ವಿಹಾರ, ತೇಜಸ್ವೀ ಪ್ರಕಾಶನ, ಮೈಸೂರು

2006 ಭಾಷಾಸಂಪದ, ಶ್ರೀಕ್ಷೇತ್ರ ಪ್ರಕಾಶನ, ಮೈಸೂರು

ರಾಮಚಂದ್ರ, ಸಿ. ಎಸ್., 1999 ಕನ್ನಡ ಭಾಷಾಲೋಚನ, ಮಾಂಗಿರಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು

2005 ಕನ್ನಡ ಭಾಷಾ ಆಲೋಕನಾ, ಸಾರಾ ಎಂಟರ್ ಪ್ರೈಸಸ್, ಮೈಸೂರು

ಶಂಕರಭಟ್ಟ , ಡಿ. ಎನ್. 1985 ಕನ್ನಡ ವಾಕ್ಯಗಳು, ಗೀತಾಬುಕ್ ಹೌಸ್, ಮೈಸೂರು

1999 ಕನ್ನಡ ಶಬ್ದ ರಚನೆ, ಕನ್ನಡ ಸಂಘ, ಕ್ರೈಸ್ಟ ಕಾಲೇಜು, ಬೆಂಗಳೂರು

ಸೋಮಶೇಖರಗೌಡ 2000 ಭಾಷೆ ರಚನೆ ಮತ್ತು ಬಳಕೆ, ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ

ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು

SOFT CORE

COURSE-IV: ADVANCED SEMANTICS

MAIN OBJECTIVES OF THIS COURSE:

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

COURSE OUTCOMES :

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

1. Have insight into basic issues of linguistic semantics, including how linguistic expressions related to entities in the world, meaning relations between linguistic expressions, and the relation between meaning and truth.
2. Understand how and why language differs from other communication systems, and how language is employed to communicate various types of meaning.
3. Describe and analyze how people handle and exploit various semantic and pragmatic phenomena in everyday communication.

COURSE CONTENT

UNIT –I:

INTRODUCTION TO SEMANTICS: Definitions, nature and scope, Semantics and Linguistics- Relationship with other Disciplines, Pragmatics, Philosophy, Anthropology, Psychology, Literature -Types of Semantics and Structural semantics

UNIT – II:

DESCRIPTIVE SEMANTICS: Concepts of Meaning- word as the Unit of Meaning Definition of Meaning – The role of Context- Reference and Sense-Ogden and Richards meaning triangle- Definitions- Referential– Operational- Theories of Meaning

UNIT – III:

HISTORICAL AND STRUCTURAL SEMANTICS: Interdependence of Descriptive and Historical Semantics - Semantic Change, Causes of Semantic change, Linguistic, Historical, Social, Psychological, Taboo, Different Types of Semantic Change, Consequences of Semantic Changes- Pejorative and Ameliorative developments, Structuralism in Semantics- Paradigmatic and Syntagmatic relations - Semantic fields Hyponymy

UNIT – IV:

COMPONENTS OF LEXICAL MEANING: Types of meaning - Leech's Seven types of meaning- Motivation in meaning - Transparent and opaque words- Types of Motivation, Phonetic motivation, Onomatopoeia - Morphological and Semantic Motivation; MULTIPLE MEANING: Synonymy - its kinds Complete or Integral, Polysemy – its kinds – Direct sense, Sense, Specialized Transferred Sense, Specialized sense, Figurative sense, Homonymy- its Types-Complete or total and Partial Homonymy, Homophones and Homographs, Antonymy- its kinds, Componential Analysis, Recent Developments in semantics

BOOKS FOR REFERENCE

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ULLMAN,S., 1959 The Principles of Semantics

1964 Semantics – An Introduction to the Science of Meaning

ಕುಳ್ಳಿ, ಜೆ. ಎಸ್., 1971 ವರ್ಣನಾತ್ಮಕ ಭಾಷಾವಿಜ್ಞಾನ , ಸಿರಿಗನ್ನಡ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

ಕೆಂಪೇಗೌಡ, ಕೆ., 1992 ಸಾಮಾನ್ಯ ಭಾಷಾವಿಜ್ಞಾನ, ಭಾರತೀ ಪ್ರಕಾಶನ, ಮೈಸೂರು

1994 ಭಾಷೆ ಮತ್ತು ಭಾಷಾವಿಜ್ಞಾನ, ಭಾರತೀ ಪ್ರಕಾಶನ. ಮೈಸೂರು

ಚಿದಾನಂದಮೂರ್ತಿ, ಎಂ., 1973 ಭಾಷಾವಿಜ್ಞಾನದ ಮೂಲತತ್ತ್ವಗಳು, ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ, ಮೈಸೂರು

ನಾಗರಾಜಯ್ಯ ಹಂಪ 1966 ಭಾಷಾವಿಜ್ಞಾನ, ಡಿವಿಕೆ ಮೂರ್ತಿ, ಮೈಸೂರು

ಬಿಳಿಗಿರಿ, ಎಚ್.ಎಸ್., 1970 ವರ್ಣನಾತ್ಮಕ ವ್ಯಾಕರಣದ ಮೂಲತತ್ತ್ವಗಳು, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು

ರವೀಂದ್ರನಾಥ್ ಬಿ.ಕೆ. 2015 ಭಾಷಿಕ ಮಾನವಶಾಸ್ತ್ರ, ಸ್ಪ್ರಿಂಗ್‌ಲೀಫ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಮೈಸೂರು.

1995 ವರಸೆಗಳು, ಕನ್ನಡ ಸಂಘ, ಕ್ರೈಸ್ಟ ಕಾಲೇಜು, ಬೆಂಗಳೂರು

ರಾಜೇಶ್ವರಿ ಮಹೇಶ್ವರಯ್ಯ 1987 ಆಧುನಿಕ ವರ್ಣನಾತ್ಮಕ ಭಾಷಾವಿಜ್ಞಾನ, ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ

ರಾಮಚಂದ್ರ, ಸಿ. ಎಸ್., 1999 ಕನ್ನಡ ಭಾಷಾಲೋಚನ, ಮಾಂಗಿರಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು

2005 ಕನ್ನಡ ಭಾಷಾ ಆಲೋಕನಾ, ಸಾರಾ ಎಂಟರ್ ಪ್ರೈಸಸ್, ಮೈಸೂರು

ಶಂಕರಭಟ್ಟ , ಡಿ. ಎನ್. 1985 ಕನ್ನಡ ವಾಕ್ಯಗಳು, ಗೀತಾಬುಕ್ ಹೌಸ್, ಮೈಸೂರು

1999 ಕನ್ನಡ ಶಬ್ದ ರಚನೆ, ಕನ್ನಡ ಸಂಘ, ಕ್ರೈಸ್ಟ ಕಾಲೇಜು, ಬೆಂಗಳೂರು

ಸೋಮಶೇಖರಗೌಡ 2000 ಭಾಷೆ ರಚನೆ ಮತ್ತು ಬಳಕೆ, ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು

COURSE-V: LANGUAGE AND SOCIETY

MAIN OBJECTIVES OF THIS PAPER:

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

COURSE OUTCOMES :

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

1. Relate the social variables and linguistic variables
2. Describe the interdependence of language and society
3. Identify the language verities and Understand language attitudes

COURSE CONTENT :

UNIT – I :

INTRODUCTION TO LANGUAGE AND SOCIETY: Definitions Characteristic Features of the language and society. Inter-relationship of language, culture and society, Race and language. Variations of language and their correlation to social stratification, Language and social structure, Dimensions of language, culture and society, Sociolinguistics- relationship with other fields, (Dialectology, Sociology, Social- Psychology , Anthropology, Education, Linguistics, Language teaching, Folklore)

UNIT –II:

LANGUAGE IN CONTACT: Diglossia – Bilingualism – Multilingualism- Language and society - Social class – Ethnic group- sex -context –Pidgin –Creole and Artificial languages, Borrowing- Convergence – Code Switching- Code Mixing- linguistic attitudes – Loyalty, Loss and Maintenance of language

UNIT – III:

SOCIAL CONTEXT OF LANGUAGES: Language Pre-history, Language contact and acculturation, Theories of Sociolinguistics- Linguistic Relativity Theory OR Sapir – Whorf Hypothesis, Ethnography of communication (Dell Hymes) Stratificational Theory (William Labov), Deficit Theory (Basil Bernstein) and other theories, Recent Trends in Sociolinguistics etc.

UNIT – IV:

STUDY OF LINGUISTIC VARIATION: Language, Dialect and Idiolect; Regional and Social Dialects, Standard language, Speech community, Linguistic structure and social structure, Linguistic change and social change etc. Sociolinguistic field techniques: Pilot survey - Sampling, Questionnaire-Data Collection - Processing and analysis- Description and Presentation

BOOKS FOR REFERENCE

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BEN AMOS DAN 1982 Towards a definition of Folklore in Folklore in Context, South Asian publishers, NEWDELHI

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RAMANUJAM . A.K. 1987 The relevance of South Asian Folklore in India Folklore-II

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ಕಲ್ಬುರ್ಗಿ, ಎಂ.ಎಂ., 1989 ಕನ್ನಡ ನಾಮವಿಜ್ಞಾನ, ಧಾರವಾಡ

ಕೆಂಪೇಗೌಡ, ಕೆ., 1992 ಸಾಮಾನ್ಯ ಭಾಷಾವಿಜ್ಞಾನ, ಭಾರತೀ ಪ್ರಕಾಶನ, ಮೈಸೂರು

ಗಿರಡ್ಡಿ ಗೋವಿಂದರಾಜು, 1995 ಕನ್ನಡ ಡೈಗ್ಲೋಸಿಯಾ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ

ರವೀಂದ್ರನಾಥ್ ಬಿ.ಕೆ. 2015 ಭಾಷಿಕ ಮಾನವಶಾಸ್ತ್ರ, ಸ್ಪ್ರಿಂಗ್‌ಲೀಫ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಮೈಸೂರು.

ರಾಮಕೃಷ್ಣ, ಆರ್., 1993 ಮಾನವಶಾಸ್ತ್ರ, ಚೇತನ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು

ರಾಮಚಂದ್ರ, ಸಿ. ಎಸ್., 1999 ಕನ್ನಡ ಭಾಷಾಲೋಚನ, ಮಾಂಗಿರಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು

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ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ 1999 ಭಾಷಾಲೇಖ, ರೂಪರಶ್ಮಿ ಪ್ರಕಾಶನ, ಗುಲ್ಬರ್ಗ

ಸೋಮಶೇಖರಗೌಡ 2000 ಭಾಷೆ ರಚನೆ ಮತ್ತು ಬಳಕೆ, ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು

SECOND SEMESTER

HARDCORE

COURSE-I: ADVANCED HISTORICAL AND COMPARATIVE LINGUISTICS

MAIN OBJECTIVES OF THIS COURSE:

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

COURSE OUTCOMES :

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

1. understand methods of Historical Linguistics and to the general trends of change in Human Language in course of time.
2. apply the techniques of reconstruction to language samples
3. explore the social and linguistic motivations for language change
4. know an outline of modern methods of comparative study of languages
5. understand the general trends of change in related languages.

COURSE CONTENT :

UNIT –I : INTRODUCTION TO GENERAL LINGUISTICS:
Historical, Comparative and Descriptive Linguistics, Diachronic Linguistics, Purpose of Historical and Comparative Linguistics, Scope and basic assumptions of Historical and Comparative Linguistics etc. A brief history of linguistics: Growth and Development of Historical and Comparative Linguistics in 18th, 19th and 20th centuries

UNIT –II : CLASSIFICATION OF LANGUAGES:
Principles of Classification-Genealogical and Typological Classification of Languages- Indian Languages and their Classification

UNIT – III: LINGUISTIC CHANGE:
Causes and Conditions for Linguistic Change, Types of Linguistic Change, Phonological Grammatical, Morpho-phonemic, Phonetic and Semantic Change; LINGUISTIC BORROWING: Processes of Borrowing, Types of borrowing- Analogical Creation, Linguistic Paleontology etc.

UNIT –IV : HISTORICAL AND COMPARATIVE METHODOLOGY:
Linguistic Prehistory- Written Records, Linguistic Geography and its Implication to Historical Studies, COMPARATIVE METHOD: Comparative Reconstruction, Internal and External Reconstruction, Glottochronology, Language and Writing, History of Writing systems, Recent Developments in Historical and Comparative Linguistics

BOOKS FOR REFERENCE

ANDERSEN,JAMES,M.,	1973	Structural Aspects of Language Change
ANTHONY ARLOTTO	1972	Introduction to Historical Linguistics
ANTTILA ,R.,	1972	Introduction to Historical and Comparative Linguistics
BHAT,D.N.S.,	1972	Sound Change
BYNON, T.,	1977	Historical Linguistics
FRANCIES DINNEEN,S.J.,	1967	An Introduction to General Linguistics
GOYVAERTS,O.L.,	1975	Present – Day and Comparative Linguistics
HANS HENRICH HOCK	1986	Principles of Historical Linguistics
HONINGSWALD	1960	Linguistic Change and Language Reconstruction
KING ,R.D.,		Historical Linguistics and Generative Grammar
LEHMANN,W.P.,	1962	Historical Linguistics – An Introduction
MASICA, C.P.,	1976	Defining a Linguistic Area : South Asia
ROBERT, J. JEFFERS AND ILSE LEHISTE	1979	Principles and Methods for Historical Linguistics
ROBINS, R.H.,	1971	A Short History of Linguistics
ಕುಳ್ಳಿ, ಜೆ. ಎಸ್.,	1973	ಐತಿಹಾಸಿಕ ಭಾಷಾವಿಜ್ಞಾನ , ಸಿರಿಗನ್ನಡ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

ಕೃಷ್ಣರಾವ್, ಕೆ.ಎಂ., 1968 ಕನ್ನಡ ಭಾಷಾ ಸ್ವರೂಪ, ಉಷಾಸಾಹಿತ್ಯ ಮಾಲೆ, ಮೈಸೂರು

ಕೆಂಪೇಗೌಡ, ಕೆ., 1992 ಸಾಮಾನ್ಯ ಭಾಷಾವಿಜ್ಞಾನ, ಭಾರತೀ ಪ್ರಕಾಶನ, ಮೈಸೂರು

1994 ಭಾಷೆ ಮತ್ತು ಭಾಷಾವಿಜ್ಞಾನ, ಭಾರತೀ ಪ್ರಕಾಶನ. ಮೈಸೂರು

1981 ಭಾಷಾವರ್ಗೀಕರಣ, ಭಾಷಾ ಭಾರತೀ ಪ್ರಕಾಶನ. ಮೈಸೂರು

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ನಾಗರಾಜಯ್ಯ ಹಂಪ 1966 ಭಾಷಾವಿಜ್ಞಾನ, ಡಿವಿಕೆ ಮೂರ್ತಿ, ಮೈಸೂರು

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ರಾಜೇಶ್ವರಿ ಮಹೇಶ್ವರಯ್ಯ 1987 ಆಧುನಿಕ ವರ್ಣನಾತ್ಮಕ ಭಾಷಾವಿಜ್ಞಾನ, ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ

ರಾಮಚಂದ್ರ, ಸಿ. ಎಸ್., 1999 ಕನ್ನಡ ಭಾಷಾಲೋಚನ, ಮಾಂಗಿರಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು

2004 ಚಾರಿತ್ರಿಕ ಭಾಷಾವಿಜ್ಞಾನ : ಮೂಲತತ್ತ್ವ ಹಾಗೂ ವಿಧಾನಗಳು, ಸಾರಾ ಎಂಟರ್ ಪ್ರೈಸಸ್, ಮೈಸೂರು

ಸೋಮಶೇಖರಗೌಡ 2000 ಭಾಷೆ ರಚನೆ ಮತ್ತು ಬಳಕೆ, ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು

COURSE-II: LEXICOGRAPHY

MAIN OBJECTIVES OF THIS COURSE:

The chief aim of the Present course is to equip the students with the major Techniques and Methods of Lexicographical Analysis and Description. And also to motivates them to understand the basic concepts of Lexicography properly. Hence unique elementary concepts of Lexicography and an overview of the subject Lexicography are briefly mentioned in this course.

COURSE OUTCOMES :

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

1. Do practical lexicography
2. Understand semantic, syntagmatic, and paradigmatic relationships of the words
3. Link the language data and usage contexts
4. Create the specialized dictionaries
5. Select equivalents in bi and multilingual dictionaries

COURSE CONTENT :

UNIT-I: LINGUISTICS AND LEXICOGRAPHY:

Introduction – Lexicography as Applied linguistics-Lexicology and Lexicography- Nature of Lexicon in a Language –Lexicon and Grammar- Theoretical dictionary (lexicon) and Practical Dictionary – Morpheme, Word and Lexeme – Vocable, term, item and System- Structure of Lexeme- Simple and compositive lexemes- Set Combinations- Collective, derivative, compounds, proverbs and idioms- Collocation and context- Dialectal, Sociolectal and context

UNIT – II : FORM- MEANING RELATIONSHIP:

Polysemy, Homonymy, Synonymy, Antonymy, Hyponymy- Semantically related words- Semantic field- Functional Words – Proper names

UNIT – III : TYPES OF DICTIONARIES:

Synchronic and Diachronic dictionary-Monolingual and Bilingual dictionary, Restricted and Non-restricted Dictionary- Saurus, Learner's dictionary and Encyclopedia- Making of a Dictionary and collection of materials – factors and variables

UNIT- IV : LEXICOGRAPHICAL METHODS:

Selection and Management of entries –

Labeling and encoding of grammatical information- sequence, notation and Format, abbreviations problems of spelling and pronunciation, description and definition- references- cross references and sub-entries FORMAT AND PLANNING: Preparing dictionaries of un written languages- Automatic data processing, use of computers in dictionary, Recent studies on Lexicography etc.

BOOKS FOR REFERENCE

AL-KASIMI,A.M.,	1977	Linguistics and Bilingual Dictionaries
ANTONO,H.F.,	1968	Lexicography, Current trends in Linguistics, Vol.4
DOROSZEWSKI,W.,	1973	Elements of Lexicology and Semiotics
HARTMANN,R.R.K.,(ed)	1983	Lexicography : Principles and Practice
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MC –DAVID AND DUCKERT ,A.,(ed)	1973	Lexicography in English
READ,A.W.,	1973	Approaches to Lexicography ,Current trends in Linguistics, Vol. 10
ROBERT BURCHFIELD(ed)	1987	Studies in Lexicography
SINGH ,R.A.,	1982	An Introduction to Lexicography
ZGUSTA,Z.,	1971	Manual of Lexicography
ವಿಲಿಯಂ ಮಾಡ್ತ,	1999	ನಿಘಂಟು ವಿಜ್ಞಾನ
ಶ್ರೀಧರ್, ಎಸ್.ಎನ್.,	1993	ಕನ್ನಡ ರಚನೆ ಮತ್ತು ಬಳಕೆ

COURSE-III CURRENT TRENDS IN DIALECTOLOGY

MAIN OBJECTIVES OF THIS COURSE:

This course has been designed basically as an introduction to the study of Dialects. Language can be studied mainly from Dialectology. The study of Dialects, which are varieties of a Language, used by groups, which are smaller, than the total Community of Speakers of the Language. This study is useful for the present Education and in understanding the Social attitudes towards Languages.

COURSE OUTCOMES :

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

1. Understand the fundamentals of Dialects.
2. to draw isoglosses and prepare dialect areas based on given data
3. Familiarize themselves with approaches to dialectology.

COURSE CONTENT :

UNIT –I :DIALECTOLOGY:

Introduction– Aims, achievements, Methods, and Orientations of Dialectology, Definitions of Idiolect, Dialect, Variety, Register and Style, Focal Area, Relic Area, Mutual intelligibility, Common core, Isoglosses, Dialect Atlas, Overall pattern and dialect of Lexicon, Dialect distance, etc.,

UNIT –II : LANGUAGE AND ITS VARIATION

(Types of Dialects) Social and Regional Dialects, Urban Vs Rural dialects, Educated Vs Un-educated, Dialect unity and Diversity and their importance

UNIT –III : DIFFERENT APPROACHES TO DIALECTOLOGY:

Synchronic and Diachronic and Comparative Dialectology. Traditional and Structural Dialectology

UNIT –IV : HISTORY OF DIALECTOLOGY:

A brief Survey of the History of Dialectology, Dialect study Vs Dialect Survey Vs Linguistic Survey: A brief sketch of Linguistic survey of India , New England, France, Germany , and other countries , Dialects of Karnataka

BOOKS FOR REFERENCE

AGESTHIALINGOM, S., 1980 Sociolinguistics and Dialectology AND KARUNAKARAN,K.,(ED)

ALLEN & ANDERWOOD 1971 Readings in American Dialectology

AROKIANATHAN,S., (ED) 1980 Dialectology

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KURATH, H., 1939 Hand Book of Linguistic Geography of New England

1949 World Geography of the Eastern United States

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SENGUPTA, 1958 Field Study

SOMASEKAARAN NAIR,B., (ED.al) 1973 Dialectology (Seminar papers)

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WILLIAM, J.S., 1972 Field Linguistics

ಕುಳ್ಳಿ, ಜೆ. ಎಸ್., 1973 ಐತಿಹಾಸಿಕ ಭಾಷಾವಿಜ್ಞಾನ , ಸಿರಿಗನ್ನಡ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

ಕೃಷ್ಣರಾವ್, ಕೆ.ಎಂ., 1968 ಕನ್ನಡ ಭಾಷಾ ಸ್ವರೂಪ, ಉಷಾಸಾಹಿತ್ಯ ಮಾಲೆ, ಮೈಸೂರು

ಕೆಂಪೇಗೌಡ, ಕೆ., 1992 ಸಾಮಾನ್ಯ ಭಾಷಾವಿಜ್ಞಾನ, ಭಾರತೀ ಪ್ರಕಾಶನ, ಮೈಸೂರು

ಚಿದಾನಂದಮೂರ್ತಿ, ಎಂ., 1973 ಭಾಷಾವಿಜ್ಞಾನದ ಮೂಲತತ್ತ್ವಗಳು, ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ, ಮೈಸೂರು

ನಾಗರಾಜಯ್ಯ ಹಂಪ 1966 ಭಾಷಾವಿಜ್ಞಾನ, ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ, ಮೈಸೂರು

ಭಟ್, ಕೆ. ಪಿ., 1972 ಉಪಭಾಷೆ, ಪ್ರಸಾರಾಂಗ, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು

ರವೀಂದ್ರನಾಥ್ ಬಿ.ಕೆ. 2015 ಭಾಷಿಕ ಮಾನವಶಾಸ್ತ್ರ, ಸ್ಪ್ರಿಂಗ್‌ಲೀಫ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಮೈಸೂರು.

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2006 ಭಾಷಾಸಂಪದ, ಶ್ರೀಕ್ಷೇತ್ರ ಪ್ರಕಾಶನ, ಮೈಸೂರು

ರಾಮಚಂದ್ರ, ಸಿ. ಎಸ್., 1999 ಕನ್ನಡ ಭಾಷಾಲೋಚನ, ಮಾಂಗಿರಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು

2005 ಕನ್ನಡ ಭಾಷಾ ಆಲೋಕನಾ, ಸಾರಾ ಎಂಟರ್‌ಪ್ರೈಸಸ್, ಮೈಸೂರು

2004 ಚಾರಿತ್ರಿಕ ಭಾಷಾವಿಜ್ಞಾನ : ಮೂಲತತ್ತ್ವ ಹಾಗೂ ವಿಧಾನಗಳು, ಸಾರಾ ಎಂಟರ್ ಪ್ರೈಸಸ್, ಮೈಸೂರು

ಶಾಲಿನಿ ರಘುನಾಥ್, 1979 ಉಪಭಾಷೆ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು

ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ 1976 ಕನ್ನಡ ಭಾಷಾವ್ಯಾಸಂಗ, ರೂಪರಶ್ಮಿ ಪ್ರಕಾಶನ, ಕಲ್ಬುರ್ಗಿ

1976 ದ್ರಾವಿಡ ಭಾಷಾವ್ಯಾಸಂಗ, ರೂಪರಶ್ಮಿ ಪ್ರಕಾಶನ, ಕಲ್ಬುರ್ಗಿ

1999 ಭಾಷಾಲೇಖ, ರೂಪರಶ್ಮಿ ಪ್ರಕಾಶನ, ಗುಲ್ಬರ್ಗ

ಸೋಮಶೇಖರಗೌಡ 2000 ಭಾಷೆ ರಚನೆ ಮತ್ತು ಬಳಕೆ, ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು

1980 ಭಾಷಾವಿಜ್ಞಾನ ವಿವಕ್ಷೆ, ಸಹೃದಯ ಪ್ರಕಾಶನ, ಮೈಸೂರು

SOFTCORE

COURSE-IV: COMPUTATIONAL LINGUISTICS

MAIN OBJECTIVES OF THIS PAPER:

The Present paper is designed to provide an introduction to the field of computational linguistics, thorough knowledge of Computational theories, Mathematical Models and its Application to Linguistic Students..So that to explain the basic concepts of Information and Processing Techniques, Elements of a Computer Processing System, Application aspects of Computer in Linguistic Study.

COURSE OUTCOMES :

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

1. Understand the Computational theories, Mathematical models and its Application.
2. explain the basic concepts of Information and Processing Techniques, Elements of a Computer Processing System, Application aspects of Computer in Linguistic Study.
3. Understand some basic concepts in Computational Linguistics.
4. To extract and analyse text corpora
5. Understand foundational tasks in Computational Linguistics such as dictionary-making, speech recognition, and synthesis.

COURSE CONTENT

UNIT -I: INTRODUCTION TO COMPUTER

Computer generations: Type of Computer – Mainframe Mini, and Personal Computer: Hardware – Computer anatomy: Input and output devices, central processing UNIT - Memories: ROM: RAM: Software: programming Languages: Databases.

UNIT II: FUNDAMENTAL:

Introduction to computational linguistics, Computational Phonology, Computational Morphology, Computational Lexicography, Computational Syntax, Computational Semantics, Computational Discourse, Computational Pragmatics and Dialogue formal grammars and languages, complexity.

UNIT II: PROCESS, METHODS, AND RESOURCES

Text segmentation, part-of-speech tagging, parsing, word-sense-disambiguation, anaphora resolution, natural language generation, speech recognition, text-speech synthesis, finite-state technology, statistical methods, machine learning, lexical knowledge acquisition, evaluation, sublanguage and controlled languages, corpus linguistics, ontologies, tree-adjoining grammars

UNIT-IV: APPLICATIONS:

Machine translation, Information retrieval, Information extraction, question answering, text summarization, term extraction, and automatic Indexing, text-data mining, Natural Language Interaction, Natural language in multimedia and multimedia systems, natural language processing in computer-assisted language learning, multilingual-online natural language processing.

TEXT BOOKS

1. Akshar Bharati, Chaitanya Vineet, Sangal Rajeev. 1999. Natural Language Processing A Paninian Perspective, Prentice Hall India.
2. Daniel Jurafsky and James H. Martin. Speech and Language processing: An introduction to Natural language Processing, Computational Linguistics and speech recognition. Pearson Education, Inc.
3. Raja Raman, D and Raja Raman, V. 1986 Computer Primer. New Delhi; Print Hall of India Pvt. Ltd.

4. Rulan Mitkov (ed.). 2009. The Oxford Handbook of Computational Linguistics. Oxford University Press, Oxford.

OPEN ELECTIVE

COURSE-V: INTRODUCTION TO LANGUAGE AND CULTURE

MAIN OBJECTIVES OF THIS COURSE:

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

COURSE OUTCOMES :

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

1. attain the basic information of Language, Society, and Culture.
2. understand the relationship between Language, Society, and Culture, Theories Of Culture and
3. understand ethnolinguistics and Social attitudes of the Language

COURSE CONTENT

UNIT –I: INTRODUCTION TO CULTURE:
Meaning And Definitions Of Culture, Characteristics Of Culture, Various Components Of Culture, Culture And Civilization, Culture And Personality. Theories Of Culture; Cultural Evolutionism; British And American Evolutionists Cultural Diffusionism; British, American And German Diffusionists. Cultural Functionalism And Structuralism.

UNIT – II: ETHNOLINGUISTICS;
Nature and Scope of Ethnolinguistics; the cultural setting of language, Interrelationship between Language and Culture. Sapir-Whorf hypothesis or theory of linguistic relativity. Dell Hymes's contribution to Ethnolinguistics; Ethnography of communication.

UNIT – III: INTRODUCTION TO LANGUAGE:
Definitions And The Design Of A Language, Characteristic Features Of The Language, Relationship between Human And Animal Communication, Uses Of Language Basic Notions, Icon, Sign And Symbol, Language And Writing.

UNIT – 4: LANGUAGE AND CULTURE & SOCIETY:
Interrelationship Between Language Culture And Society, Language Variations; Dialect And Idiolect; Regional And Social Dialects, Standard Language, Speech Community, Linguistic Structure And Social Structure, Linguistic Change And Social Change Etc. The Role Of Language in Culture, The Place Of Language In Society, Etc.,

BOOKS FOR REFERENCE

BELL,R.T.,	1976	Sociolinguistics
BEN AMOS DAN	1982	Towards a definition of Folklore in Folklore in Context, South Asian publishers, NEWDELHI
BRIGHT,W.,	1966	Sociolinguistics
DASWANI,C.J., & PARCHANI,S.,	1978	Sociolinguistic survey of Indian Sindhi

DIL, A.S., 1973 Language in Social groups
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DUNDES ALAN (Ed) 1965 The Study of Folklore Prentice Hall, New Delhi.
FLEIX, M.K. Cultural Anthropology
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HUDSON,R.A., 1980 Sociolinguistics
HYMES DELL(ed) 1964 Language in Culture and Society
HANDOO JAWAHARALAL
LALITHA HANDOO 1988 Folklore and Myth, C.I.I.L. Mysore
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1963 Structural Anthropology
LYONS JOHN, (ed) 1970 New Horizons in Linguistics
MARANDA & 1971 Structural Models in Folklore and Transformational
MARANDA, P., Essays
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PRIDE,J.A., 1973 Sociolinguistics
The Social Meaning of Language
PROPP VLADMIR, 1968 Morphology of Folktale
RAMANUJAM . A.K. 1987 The relevance of South Asian Folklore in India Folklore-II
RICHARD .M. DORSON (Ed) 1972 Folklore and Folklife, Chicago Univ. press, Chicago
ಕಲ್ಬುರ್ಗಿ, ಎಂ.ಎಂ., 1989 ಕನ್ನಡ ನಾಮವಿಜ್ಞಾನ, ಧಾರವಾಡ
ಕೆಂಪೇಗೌಡ, ಕೆ., 1992 ಸಾಮಾನ್ಯ ಭಾಷಾವಿಜ್ಞಾನ, ಭಾರತೀ ಪ್ರಕಾಶನ, ಮೈಸೂರು
ಗಿರಡ್ಡಿ ಗೋವಿಂದರಾಜು, 1995 ಕನ್ನಡ ಡೈಗ್ಲೋಸಿಯಾ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ
ರವೀಂದ್ರನಾಥ್ ಬಿ.ಕೆ. 2015 ಭಾಷಿಕ ಮಾನವಶಾಸ್ತ್ರ, ಸ್ಪ್ರಿಂಗ್‌ಲೀಫ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಮೈಸೂರು.
ರಾಮಕೃಷ್ಣ, ಆರ್., 1993 ಮಾನವಶಾಸ್ತ್ರ, ಚೇತನ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು
ರಾಮಚಂದ್ರ, ಸಿ. ಎಸ್., 1999 ಕನ್ನಡ ಭಾಷಾಲೋಚನ, ಮಾಂಗಿರಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು
ವಿಲ್ಯಿಂ ಮಾಡ್ತ, 1987 ಜನಪದ ಭಾಷಾವಿಜ್ಞಾನ, ಧಾರವಾಡ
ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ 1999 ಭಾಷಾಲೇಖ, ರೂಪರಶ್ಮಿ ಪ್ರಕಾಶನ, ಗುಲ್ಬರ್ಗ
ಸೋಮಶೇಖರಗೌಡ 2000 ಭಾಷೆ ರಚನೆ ಮತ್ತು ಬಳಕೆ, ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ
ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು

THIRD SEMESTER

HARDCORE

COURSE-I: COMPARATIVE DRAVIDIAN LINGUISTICS

MAIN OBJECTIVES OF THIS COURSE:

This course has been designed basically as an introduction to the study of origin and development of Dravidian languages classification of Dravidian languages. comparative study of Dravidian languages; comparative Dravidian phonology, morphology, and syntax.

COURSE OUTCOMES :

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

1. Describe basic concepts of Dravidian Languages and the Origin and Development of Dravidian Languages
2. Classify vowels and their developments- short vs long alterations
3. Identify the noun morphology and its classification
4. Acquired knowledge of various language families and their subgroups
5. Classify and compare the Verb Morphology of Dravidian Languages

COURSE CONTENT

UNIT –I: INDIAN LANGUAGES AND DRAVIDIAN LANGUAGES :
Origin and development of the term 'Dravida', A brief history of Dravidian Linguistics – Dravidians and their culture and societyThe place of Dravidian Languages in Indian Languages, classification of Dravidian Languages, sub-grouping of Dravidian languages, List the Dravidian languages and Dravidian linguists.

UNIT –II :COMPARATIVE DRAVIDIAN PHONOLOGY:
Developmental details of Proto- Dravidian vowel phonemes, consonant phonemes and clusters

UNIT –III :COMPARATIVE DRAVIDIAN NOUN MORPHOLOGY:
Comparative Study of Morphemes and their structures of Dravidian languages- Comparative Dravidian Nouns- Gender, Number system in Dravidian Pronouns, Cases, Numerals, Gender Suffixes, Adjectives, Post positions

UNIT –IV : COMPARATIVE DRAVIDIAN VERB MORPHOLOGY AND SYNTAX:
Transitive and Intransitive verbs, past suffixes, non - post Suffixes, Pronominal Terminations, Adverbs, Negation, Dravidian Sentences and their word order – Phrases- Types of Syntactical Constructions.

COURSE-II: TRANSLATION STUDIES

COURSE OUTCOMES :

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

1. Understand basics, Concepts, various theory and Techniques of Translation
2. understand the different types of Translation, Issues of Translation, Kinds of Texts and Applicational Approaches of Translation.
3. understand the Machine Translation and Its new approach.

MAIN OBJECTIVES OF THIS PAPER:

This paper mainly introduces the basics, Concepts, various theories, and Techniques of Translation and also to understand the different types of Translation, Issues of Translation, Kinds of Texts and Applicational Approaches of Translation.

COURSE CONTENT

UNIT- 1 :TRANSLATION AND TYPES OF TRANSLATIONS:

A short history of Translation as an activity- Definition and Processes of translation, Source language, and Target language, Text and Text Analysis, Intralingual and Interlingual, Full and Partial, Total and restricted, Rank bound and unbound (In brief)

UNIT –II : ISSUES OF TRANSLATION :

Equivalence, Loss and Gain, Problems and Facilities of translating Structural and Cultural uniformity, Lexical differences, Un-translatability- Linguistic, Stylistic and cultural

UNIT –III : TRANSLATION OF DIFFERENT KINDS OF TEXTS:

Scientific, Technical, Legal, Administrative and Literacy- Translation of literacy texts, Problems of Lexical adjustments in translation, Metaphor and figures of speech

UNIT – IV : APPLICATION OF TRANSLATION:

Language teaching, Comparative Literature, Lexicography and Contrastive linguistics, Machine translation

BOOKS FOR REFERENCE

CATEFORD, J.C.,	1965	A Linguistic Theory of Translation
FINCH,G.A.,		An Approach to Technical Translation
NEWMARK PETER,	1981	Approaches to Translation
NIDA,E.A. &TABER,C.R.,	1974	The Theory and Practice of Translation
PINCHUK,I.,		Scientific and Technical Translation
POSTAGE , J.P.,	Translation and Translation	
SAVORY,T.H.,		The Art of Translation
WILSS,W.,	1982	The Science of Translation–Problems and Methods
SOMASHEKHARAGOWDA	2000	The Structure of Legal and Administrative Kannada

COURSE-III: RESEARCH METHODOLOGY AND FIELD LINGUISTICS

MAIN OBJECTIVES OF THIS COURSE::

The main objective of this course is to reveal and explore the introductory aspects of research in Linguistics. And also the present course is designed to give a thorough knowledge of field research and its application to Linguistic students. So that to explain the basic concepts of information, processing techniques, Field methods, Linguistic Corpus and eliciting techniques.

COURSE OUTCOMES :

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

1. understand the main outcome of this course is to reveal and explore the introductory aspects of research in Linguistics.
2. Understand the field Linguistic techniques
3. Equip the student in obtaining technical knowledge of corpus and processing techniques, Field methods, Linguistic Corpus and eliciting techniques.
4. Analyse the data in all linguistic levels

COURSE CONTENT

UNIT – I: INTRODUCTION TO RESEARCH:

Concept and meaning of Research. Aims and Objectives of Research – Nature and Scope of Research — Different types of Research – Source of Research – Dimensions of researchetc,.

UNIT – II : LINGUISTIC RESEARCH:

Different Stages of research – Pilot study, Preparations of a Research Paper, Dissertation and Thesis in Linguistics – Types oflinguitic Researc Descriptive based, Historical, Comparative and Analytical Based, Role of Guide, Research Synopsis, Footnotes, Reference materials.

UNIT – III : FIELD LINGUISTICS:

Purpose of Field Linguistics, Human factors in field Work, Investigator; qualifications of Investigator, selection of language or dialect for the collection of materials, Informant; qualifications of informant, selection of Informants, instruction to the informant, handling of informantetc,.

UNIT – IV: LINGUISTIC CORPUS AND ELICITING TECHNIQUE:

Nature of corpus, purpose of corpus, Characteristics of good corpus, Organization of field work, mode of collecting good corpus, techniques for the collection of data etc., Nature of elicitation; steps in eliciting data, Checking and rechecking of data, recording of data, Linguistics and Non- linguistic problems in field. Technological aids, Preparation of card, files, need for extensive storage and processing the data etc., procedures of data analysis phonological and morphological Problems, Recent studies on Linguistic, Research and field study

BOOKS FOR REFERENCE

ADRIAN AKMAJIAN, & OTHERS 1996 Linguistics: An Introduction to Language and communication

ANDERSON 1972 Thesis and assignment writing

BLOOMFIELD, L., 1942 Outline guide for the practical study of Foreign language

CHANUCY SANDERS An introduction to Research in English Literary History

GRISHMAN, R., 1986 Computational Linguistics: An introduction

NETINGH Art of Research

NIDA, E.A., 1946 Morphology

PATNAIK, B.N., & SANGAL 1990 Natural Language processing for Linguistics

SEN GUPTA 1958 Field Study

SHARMA, B.V.B., Research methods in Social Sciences

WILLIAM, J.S., 1972 Field Linguistics

ಕುಲಕರ್ಣಿ, ವಿ., 1989 ಸಂಶೋಧನಾ ವಿಧಾನ, ಗುಲ್ಬರ್ಗ

ಕುಳ್ಳಿ, ಜಿ. ಎಸ್., 1973 ಐತಿಹಾಸಿಕ ಭಾಷಾವಿಜ್ಞಾನ , ಸಿರಿಗನ್ನಡ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

ಕೆಂಪೇಗೌಡ, ಕೆ., 1994 ಭಾಷೆ ಮತ್ತು ಭಾಷಾವಿಜ್ಞಾನ, ಭಾರತೀ ಪ್ರಕಾಶನ. ಮೈಸೂರು

1992 ಸಾಮಾನ್ಯ ಭಾಷಾವಿಜ್ಞಾನ, ಭಾರತೀ ಪ್ರಕಾಶನ, ಮೈಸೂರು

ಚಿದಾನಂದಮೂರ್ತಿ, ಎಂ., 1973 ಭಾಷಾವಿಜ್ಞಾನದ ಮೂಲತತ್ತ್ವಗಳು, ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ, ಮೈಸೂರು

ಭಟ್, ಕೆ. ಪಿ., 1972 ಉಪಭಾಷೆ, ಪ್ರಸಾರಾಂಗ, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು

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ರಾಜೇಶ್ವರಿ ಮಹೇಶ್ವರಯ್ಯ 1987 ಆಧುನಿಕ ವರ್ಣನಾತ್ಮಕ ಭಾಷಾವಿಜ್ಞಾನ, ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ

ರಾಮಕೃಷ್ಣ, ಆರ್., 2007 ಕರ್ನಾಟಕದ ಬುಡಕಟ್ಟುಗಳು. ಪ್ರಸಾರಾಂಗ, ಮೈ.ವಿ.ವಿ. ಮೈಸೂರು

ರಾಮಚಂದ್ರ, ಸಿ. ಎಸ್., 1999 ಕನ್ನಡ ಭಾಷಾಲೋಚನ, ಮಾಂಗಿರಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು

2005 ಕನ್ನಡ ಭಾಷಾ ಆಲೋಕನಾ, ಸಾರಾ ಎಂಟರ್‌ಪ್ರೈಸಸ್, ಮೈಸೂರು

2004 ಚಾರಿತ್ರಿಕ ಭಾಷಾವಿಜ್ಞಾನ : ಮೂಲತತ್ತ್ವ ಹಾಗೂ ವಿಧಾನಗಳು, ಸಾರಾ ಎಂಟರ್ ಪ್ರೈಸಸ್, ಮೈಸೂರು

ಶಾಲಿನಿ ರಘುನಾಥ್, 1979 ಉಪಭಾಷೆ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು

ಶಿರೂರ, ಬಿ.ವಿ., 1992 ಸಂಶೋಧನಾ ಸ್ವರೂಪ, ಗುಲ್ಬರ್ಗ

ಸೋಮಶೇಖರಗೌಡ 2000 ಕನ್ನಡ ಭಾಷಾ ರಚನೆ ಬಳಕೆ, ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು ಭಾಷಾವಿಜ್ಞಾನ ವಿವಕ್ಷೆ, ಸಹೃದಯ ಪ್ರಕಾಶನ, ಮೈಸೂರು

SOFTCORE

COURSE-IV: LANGUAGE PLANNING

MAIN OBJECTIVES OF THIS COURSE:

The main objective of this course is to reveal and explore the important aspects of language planning, processes of planning, implicational facts and recent developments in Language planning

COURSE OUTCOMES :

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

1. The main outcome of this course is to reveal and explore the important aspects of language planning
2. To make aware students about processes of planning and Understand language attitudes
3. To explain implicational facts and recent developments in Language planning
4. Critically evaluate language planning theories.

COURSE CONTENT

UNIT –I : INTRODUCTION TO LANGUAGE PLANNING AND LANGUAGE DEVELOPMENT:

An Introduction to language planning-language problems, Language situations-Relationship between language and various sectors of the Society; education; administration; communication; etc Social groups divided on the basis of race , language , ethnicity etc. Recent developments in Linguistics- Ethno semantics, conversational analysis and communication theory and their relevance to Sociolinguistics- Research Strategies need for Development of language - Suggestions for improvement in the light of the Current case studies and language situations

UNIT- II: DIMENSIONS AND PROCESSES OF LANGUAGE PLANNING:

Three Major dimensions, policy formulation, codification and elaboration- the Relation of policy to planning and vice-versa- three processes of LP – Modernization, Standardization and Graphisation- Types of language planning and a model for language planning- Word formation and formation of Scientific and technical terminology- Making simplified grammars, Lexicons, Dictionaries etc.

UNIT –III: LANGUAGE PLANNING, LANGUAGE SITUATION AND LANGUAGE USE:

Language planning in Education, Mass media, Administration and Law, The role of linguistics and others like administrators, politicians, social Scientists in language planning- Bilingualism, Multilingualism, Dialect Situation and language planning – language problems of multilingual nations, Language and nationalism / regionalism

UNIT–IV: IMPLEMENTATION, EVALUATION AND REINFORCEMENT:

Language planning system and organization- Methods, techniques and Problems of implementation- Evaluation techniques- Subjective Vs Objective Cost- benefit, goal oriented – Expected and actual out come- Reinforcement

LANGUAGE PLANNING IN INDIA: Linguistic situation in India- policy Formulation – Development of modern Indian languages- Selection, Expansion, Propagation etc.. Recent Developments in language planning

BOOKS FOR REFERENCE

AGESTHIALINGOM,S., &KARUNAKARAN, K.,	1978	Sociolinguistics and Dialectology
BELL,R.T.,	1976	Sociolinguistics: Methods, Goals and Approaches
DAS GUPTA,J.,	1978	Language planning in India- in language Planning: A cross National survey
DUA, H.R.,	1984	Language Planning
FERGUSON,C.A.,	1972	Language Structure and Language use
FISHMAN,J.A.,	1972	Language and Nationalism Advances in Language Planning
HAUGEN,E.,	1972	Linguistics and Language Planning in the Ecology of Language
KARUNAKARAN, K.,	1978	Studies in Tamil Sociolinguistics
PATNAYAK,D.P.,	1974	Aspects of Applied Linguistics
RAY,P.S.,	1973	Language Standardization
RUBIN,J., & SHUY,R.W.,	1972	Language planning: Current issues and Research
SINGH,U.N.,	1987	Perspectives in Language Planning
TAULI,V.,	1974	The Theory of Language Planning

OPEN ELECTIVE

COURSE-V: GENERAL LINGUISTICS: AN INTRODUCTION

MAIN OBJECTIVES OF THIS PAPER:

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

COURSE OUTCOMES :

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

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

COURSE CONTENT

UNIT I ; Linguistics:

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

UNIT –II : Historical Linguistics;

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

UNIT –III : Comparative Linguistics;

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

UNIT –IV : Inter Disciplinary Linguistics;

Psycholinguistics, Sociolinguistics, Philosophy, Anthropological linguistics, Folk linguistics, ,Computational linguistics, Neuro linguistics,. Biological linguistics, etc,

BOOKS FOR REFERENCE

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

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

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

BLOOMFIELD,L., 1935 Language, LONDON

CHOMSKY,N., 1964 Current Issues in Linguistics, Mouton & Co, THE HAGUE 1972 Language and Mind, NEWYORK

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

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

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

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

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

HOCK HANS HENRICH., 1998 Principles of Historical Linguistics, Berlin, NEWYORK

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

JESPERSON, O., 1922 Language : Its Nature, Development and Origin, George Unwin, LONDON NEWYORK

LADO ROBERT. 1964 Language Teaching – A Scientific Approach, NEWYORK

LAVER, JOHN. 1994 Principles of Phonetics, Cambridge University Press, CAMBRIDGE

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

LYONS, J., 1968 An Introduction to Theoretical Linguistics, Cambridge University, LONDON

1982 Language and Linguistics, (Reprint) Cambridge University, LONDON

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

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

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

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

VARSHNEY, R.L., 1977 An Introductory Text book of Linguistics And Phonetics, Student store, BAREILLY

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

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

ಕುಳ್ಳಿ, ಜಿ. ಎಸ್., 1971 ವರ್ಣನಾತ್ಮಕ ಭಾಷಾವಿಜ್ಞಾನ, ಸಿರಿಗನ್ನಡ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

1973 ಐತಿಹಾಸಿಕ ಭಾಷಾವಿಜ್ಞಾನ , ಸಿರಿಗನ್ನಡ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

ಕೆಂಪೇಗೌಡ, ಕೆ., 1992 ಸಾಮಾನ್ಯ ಭಾಷಾವಿಜ್ಞಾನ, ಭಾರತೀ ಪ್ರಕಾಶನ, ಮೈಸೂರು

1994 ಭಾಷೆ ಮತ್ತು ಭಾಷಾವಿಜ್ಞಾನ, ಭಾರತೀ ಪ್ರಕಾಶನ. ಮೈಸೂರು

ಚಿದಾನಂದಮೂರ್ತಿ, ಎಂ., 1973 ಭಾಷಾವಿಜ್ಞಾನದ ಮೂಲತತ್ವಗಳು, ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ, ಮೈಸೂರು

ನಾಗರಾಜಯ್ಯ ಹಂಪ 1966 ಭಾಷಾವಿಜ್ಞಾನ, ಡಿವಿಕೆ ಮೂರ್ತಿ, ಮೈಸೂರು

1970 ಭಾಷೆ, ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ , ಮೈಸೂರು

ಬಿಳಿಗಿರಿ, ಎಚ್.ಎಸ್., 1970 ವರ್ಣನಾತ್ಮಕ ವ್ಯಾಕರಣದ ಮೂಲತತ್ವಗಳು, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು

ರವೀಂದ್ರನಾಥ್ ಬಿ.ಕೆ. 2015 ಭಾಷಿಕ ಮಾನವಶಾಸ್ತ್ರ, ಸ್ಪ್ರಿಂಗ್‌ಲೀಫ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಮೈಸೂರು

ರಾಜೇಶ್ವರಿ ಮಹೇಶ್ವರಯ್ಯ 1987 ಆಧುನಿಕ ವರ್ಣನಾತ್ಮಕ ಭಾಷಾವಿಜ್ಞಾನ, ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ

ರಾಮಚಂದ್ರ, ಸಿ. ಎಸ್., 1999 ಕನ್ನಡ ಭಾಷಾಲೋಚನ, ಮಾಂಗಿರಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು

ಸೋಮಶೇಖರಗೌಡ 2000 ಭಾಷೆ ರಚನೆ ಮತ್ತು ಬಳಕೆ, ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು

FOURTH SEMESTER

HARDCORE

COURSE-I: MASS COMMUNICATION AND MEDIA LANGUAGE

MAIN OBJECTIVES OF THIS COURSE:
This course is designed to give Fundamental knowledge of Definitions, Nature and Scope of Mass Communication, Functions, Processes, Channels and Skills. of communication. It helps to understand to Use the Language effectively in different Domains of Mass Communication.

COURSE OUTCOMES :

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

1. understand the fundamental knowledge of Definitions, Nature and Scope of Mass Communication, Functions, Processes, Channels and Skills. of communication.
2. understand to Use the Language effectively in different Domains of Mass Communication.
3. follow the procedures of Communication models and Society.

COURSE CONTENT

UNIT – I :
LANGUAGE, SOCIETY AND COMMUNICATION: Inter-relationship of Language, Society and communication – Definitions of language, society and communication- Meaning of communication, need for communication- Means of communication- the process of communication and types of Communication – barriers of communication – communication gap- Verbal Vs Non- verbal communication

UNIT – II : COMMUNICATION SYSTEMS AND MODELS:
Communication theories- Models of communication- Shannon- Weaver, Lass Well- Schrmm, Osgood, Westly, New Comb, Gate keeper theories- Writing and speech systems in Communication

UNIT – III : MASS MEDIA AND SOCIETY :

Characteristics of Mass Media- Print Media- Newspapers- Magazines, Periodicals, Advertisements, Announcements and books – Radio- Television, Cinema and Photographic Communication – Mass media and society – Language use in different media Modernization of language for use in different media

UNIT – IV : SOCIAL APPROACH TO THE STUDY OF COMMUNICATION AND LANGUAGE USE:

The role of mass communication and mass Media on public opinion formation and national – social development, inter and intra group communication, nature of audience – Homogeneous and Heterogeneous audience – Communication and smaller and larger social Groups, Language use – choice of styles, registers, words and other Structures for specific purposes in communication and their special Significance – formal Vs informal situations, Networks of communication – bi / multilingual situation and mass communication, Roll of translation in the development of Modern Indian Languages used In Mass media.

BOOKS FOR REFERENCE

AHUJA,B.N.,& CHHABRA,S.S., 1989 Communications, Surjeet Publications, NEWDELHI

ANDAL,N., 2002 Communication Theories and Models, NEWDELHI

BORDEN, G. A., 1971 An introduction to human communication

CHERY COLIN 1970 On human communication : A survey and criticism

CHATTERJEE,R.K., 1979 Mass Communication, National Book Trust, NEWDELHI

GUIYRE, A., 1974 Sociology of Mass communications

HIND, J.,(Ed) Verbal and non verbal communication

HASHMI,A.H., 2002 Communication, NEWDELHI

KARUNAKARAN, K., 1978 Modernization of Indian Languages in News Media

KEVAL,J. KUMAR, 1981 Mass Communication in India, Jaico Publishing House, MUMBAI

MICHAEL,V.P., 2001 Communication and Research for Management, MUMBAI

MILLER, G..A., 1957 Language and Communication

RAYUDU,C.S., 2002 Media and Communication Management, MUMBAI

1998 Communication, NEWDELHI

SHIVASHAMUGAM 1976 Language of Radio : The Tamil situation (A study of Language use in Mass Communication) (Unpublished M..A. Dissertation)

THIRUMALAI, M..S., 1990 Silent Talk

URMILA RAI & RAI,S.M., 2001 Effective Communication, NEWDELHI

VERMA,S.K., & KRISHNASWAMY, N., 1989 Modern Linguistics an introduction

ಚಂದ್ರಶೇಖರ್,ಬಿ.ಎಸ್., 1982 ಸಮೂಹ ಸಂಪರ್ಕ ಮಾಧ್ಯಮಗಳು, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿ.ವಿ. ಮೈಸೂರು

2003 ಸಂವಹನ ಮಾಧ್ಯಮಗಳು, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ

ನಾರಾಯಣ, ಕೆ.ವಿ., 1998 ಭಾಷೆಯ ಸುತ್ತಮುತ್ತ, ಕನ್ನಡ ಸಂಘ, ಕ್ರೈಸ್ಟ್ ಕಾಲೇಜು, ಬೆಂಗಳೂರು

ರಾಮಚಂದ್ರ, ಸಿ. ಎಸ್., 1999 ಕನ್ನಡ ಭಾಷಾಲೋಚನ, ಮಾಂಗಿರಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು

COURSE-II: PSYCHOLINGUISTICS

MAIN OBJECTIVES OF THIS COURSE

The main aim of this course is primarily intended to make the students aware of the Psycholinguistic approach to language. Hence, unique elementary concepts of Psycholinguistics, models of linguistic performance and an overview of the subject Psycholinguistics are briefly mentioned in this course

COURSE OUTCOMES :

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

1. aware of the Psycholinguistic approach to language.

2. understand the unique elementary concepts of Psycholinguistics, models of linguistic performance
3. Identify the language faculty and functions of the brain and theoretical psycholinguistics and Linguistics performance.
4. Understand the major issues found in acquisition and perception
5. Understand the processes involved in sentence formation and Classify language disorder.

COURSE CONTENT

UNIT – I : INTRODUCTION TO PSYCHOLINGUISTICS:
Definition, Branches, Nature and Scope of Psycholinguistics – Theories of Psychology – History of Psycholinguistics, Psychology and its relationships with Linguistics

UNIT – II : THEORETICAL PSYCHOLINGUISTICS:
Contributions of Saussure, Humboldt, Wundt, Chomsky – competence and performance, syntax, semantics, phonology, experimental Psycholinguistics – methods in Psycholinguistics – illustrative experimental

UNIT – III : DEVELOPMENTAL PSYCHOLINGUISTICS:
Association theories (Skinner, Mowrer, Osgood, Statts) – Content theory (Chomsky – LAD) Processes Theory or cognitive Theory (Bever, Fodor, Reber, Slobin) – other theories (Piaget, Mysak, Lenneberg)

UNIT – IV : PSYCHOLINGUISTIC STUDIES OF MEANING AND MODELS OF LINGUISTIC PERFORMANCE:
Field theory Semantic differential, Componential analysis –Mediation theory etc., Psycho, Phonetic,Neuro Linguistic, semantic, and syntactic models – sources of data for the construction of performance models,Recent trends in Psycholinguistics

BOOKS FOR REFERENCE

CHOMSKY	1965	Aspects of the theory of Syntax
HORMAN	1971	Psycholinguistics
JACOBSON, R.,		Child language, aphasia and phona universals
KRISHNAMURTHY	1971	New approach to the Science of Language
LURIA,A.R.,		The Working Brain
	1966	Higher Critical Functions in Man
LENNEBERG		Biological Foundations of Language
MILLER,M.,	1969	Psycholinguistics (A Hand book of Socio – Psychology (ed.) Lindzens)
OSGOOD,	1953	Psycholinguistics
SOL SOPORTA	1961	Psycholinguistics
SLOBIN, D.J.,		Psycholinguistics
SUSAN HOUSTAN,	1972	A Survey of Psycholinguistics
WHITAKER,H. & WHITAKER,H.A.,(ed)	1976	Studies in Neurolinguistics

COURSE-III: DISSERTATION / MINOR PROJECT / TERM WORK

MAIN OBJECTIVES OF THIS COURSE

This course provides an opportunity to students to undertake guided research project(s) on any aspect of a particular language/speech community based on the courses they have taken.

COURSE OUTCOMES:

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

1. identify and define research problems and research methodology
2. enhances the ability to connect with fieldwork

3. write a socially relevant research report issues of critical importance based on theoretical insights and empirical findings.
4. Identify the research issues and go for further higher-level research
5. carry out a research project in any aspect of language right from planning and execution to presenting findings.

COURSE CONTENT

The Candidates should select the topic of the dissertation and got it approved by the Department during III Semester and submit before the end of the Fourth Semester under the supervision of Teachers. The students will be taught research methods and design of the dissertation, fieldwork including data collection and other reference works by the respective research supervisors as tutorials. It should not be less than 40 printed pages [a/4 size 12 points with double line spacing] and not more than 80 pages. The dissertation could be EITHER IN ENGLISH OR KANNADA. TWO Typed copies properly bounded should be submitted to the Department before the Last working day of the IV SEMESTER.

SOFTCORE

COURSE-IV: ADVANCED LANGUAGE TEACHING METHODS

MAIN OBJECTIVES OF THIS COURSE:

The chief aim of this course is to acquire knowledge of the basic concepts of modern methods and Important Principles on the First or Foreign Language Teaching. And also to know various kinds of language Teaching Aids, Language Testing and Evaluation.

COURSE OUTCOMES :

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

1. Gain exposure to attain knowledge of basic concepts of modern methods and Important Principles on the First or Foreign Language Teaching.
2. summarize and evaluate major theories of language teaching, historical trends in language teaching methodology
3. understand various kinds of language Teaching Aids, Language Testing and Evaluation.
4. understand and evaluate current approaches to second and foreign language instruction.

COURSE CONTENT

UNIT–I: LANGUAGE TEACHING:

Language learning, second language learning, and language teaching; Psychology of language learning. Purpose of language teaching. Qualifications of a language teacher. History of Language teaching, Language Teaching in India, Language teaching and Language learning, Error Analysis, Contrastive linguistics.

UNIT–II : LANGUAGE TEACHING METHODS:

Grammar Translation method , Direct method , Bilingual method, Substitution method, Audio – lingual and Audio Visual method, Bilingual method, Linguistic Method, Communicative method, Programmed instruction method etc., Scope and Limitations.

UNIT–III : PRINCIPLES OF LANGUAGE TEACHING :

Theoretical Principles of Language teaching. Teaching vocabulary, Pronunciation, speaking, reading and writing.

UNIT–IV : LANGUAGE TESTING :

Principle and methods of testing, Construction of tests– reliability and validity, kinds of testing – testing aptitude, Language Teaching Aids- Audio-Visual and Audio Lingual, Language laboratory, programmed instructions etc. Recent developments in Language Teaching Methods

BOOKS FOR REFERENCE:

ALLEN, H.B.,	1958	Reading in Applied Linguistics
ALLEN AND CORDER	1974	Techniques in applied linguistics, Vol.3
BENNET,	1974	Applied Linguistics and Language learning
BROWN, H.D.,	1981	Principles of Language Learning /Teaching
BRUMFIT, C.,	1984	Communicative methodology in Language Teaching
CORDER	1967	The significance of learners errors, IRAL Vol. 5
FRIES		The Language Teaching and Learning of a Foreign Language
JACK, C.RICHARDS	1974	Error analysis
JACQUELYN, S.,	1974	An error in error analysis, Language learning Vol 24
KLEIN, W.,	1986	Second Language Acquisition
KRASHEN, S.,	1981	Second Language Acquisition and Second language Learning
ADO ROBERT	1964	Language Teaching – A Scientific approach
	1969	Language Testing
	1957	Linguistics across culture
MACKEY ,W.F.,	1965	Language teaching analysis
NARASIMHA RAO , K. V. V. L.,	1980	Evaluation in language Education
NICKEL ,G .,	1974	Papers in Contrastive Analysis
PILLAI, K. T.,	1973	Contrastive Linguistics and language teaching
POLITZER , R. L.,	1972	Linguistics and Applied Linguistics Aims & Methods
RAMACHANDRA,C.S.,	1999	Studies in Kannada Linguistics
STIG JOHAN SON	1975	The use of Error Analysis and Contrastive Analysis, English Language Teaching Vol 29
THIRUMALAI, M.S.	1978	Learning theories and Linguistics
WILKINS ,D. A.,	1972	Linguistics in Language Teaching
ಕೃಷ್ಣಪ್ಪ, ಎಸ್.,	1972	ಕನ್ನಡ ಬೋಧನೆ, ಮೈಸೂರು
ಕೆಂಪೇಗೌಡ, ಕೆ.,	1992	ಸಾಮಾನ್ಯ ಭಾಷಾವಿಜ್ಞಾನ, ಭಾರತೀ ಪ್ರಕಾಶನ, ಮೈಸೂರು
ಚಿದಾನಂದಮೂರ್ತಿ, ಎಂ.,	1973	ಭಾಷಾವಿಜ್ಞಾನದ ಮೂಲತತ್ತ್ವಗಳು, ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ, ಮೈಸೂರು
ನಾಗರಾಜಯ್ಯ ಹಂಪ	1966	ಭಾಷಾವಿಜ್ಞಾನ, ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ, ಮೈಸೂರು
ರಾಜೇಶ್ವರಿ ಮಹೇಶ್ವರಯ್ಯ	1987	ಆಧುನಿಕ ವರ್ಣನಾತ್ಮಕ ಭಾಷಾವಿಜ್ಞಾನ, ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ
ರಾಮಚಂದ್ರ, ಸಿ. ಎಸ್.,	1999	ಕನ್ನಡ ಭಾಷಾಲೋಚನ, ಮಾಂಗಿರಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು
ವೀರಭದ್ರಪ್ಪ, ಎಂ.,	1972	ದ್ವಿತೀಯ ಭಾಷಾ ಬೋಧನೆ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿ.ವಿ. ಮೈಸೂರು
ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ	1999	ಭಾಷಾಲೇಖ, ರೂಪರಶ್ಮಿ ಪ್ರಕಾಶನ, ಗುಲ್ಬರ್ಗ
ಸೋಮಶೇಖರಗೌಡ	2000	ಭಾಷೆ ರಚನೆ ಮತ್ತು ಬಳಕೆ, ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು

OPEN ELECTIVE

COURSE-V: APPLIED LINGUISTICS: AN INTRODUCTION

MAIN OBJECTIVES OF THIS COURSE:

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

COURSE OUTCOMES :

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

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

UNIT – I: APPLIED LINGUISTICS:

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

UNIT– II: LANGUAGE LEARNING AND LANGUAGE TEACHING:

Language learning, , second language learning and Psychology of language learning. language teaching; Purpose of language teaching language teaching methods., Scope and Limitations. Theoretical Principles of Language teaching, methods of language testing, Importance of language teaching aids etc,.

UNIT –III: TRANSLATION AND LANGUAGE PLANNING AND TRANSLATION :

Theory, types and Craft of Translation; Approaches: Communicative and Semantic Translation; Problems in Translation language policy and planning; three processes of LP – Modernization, Standardization and Graphisation- Types of language planning and a model for language planning- Word formation and formation of Scientific and technical terminology- Making simplified grammars, Lexicons, Dictionaries etc.

UNIT – IV : SPEECH THERAPY, LEXICOGRAPHY:

Language disorder, diagnosis, monitoring and treatment of speech disorders. Lexicography: Lexicology and Lexicography; Lexical units- Lexeme and Words. Form and Function. Meaning and its Relationship to Form. Sense and semantic relations; Types Dictionariesetc,.

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