UNIVERSITY OF DELHI

TWO-YEAR M.A. (LINGUISTICS) PROGRAMME

(Effective from Academic Year 2025-26)

First Year of Two-Year M.A. (Linguistics) Programme

Semester-I and Semester-II

AS PER PGCF BASED ON NEP-2020

Semester wise Details of Two-Year M.A. (Linguistics Programme)

Semester-I

S.No.	Title of the Course	Credit Hrs/Week	No. of Credits	Course Type
1.	Phonetics	3+1	4	DSC
2.	Phonology	3+1	4	DSC
3.	Morphology	3+1	4	DSC
Pool of DSE courses (any one/ two)				
4.	Introduction to Formal Linguistics	3+1	4	DSE
5.	Introduction to Applied Linguistics	3+1	4	DSE
6.	Linguistics and the World	3+1	4	DSE
Pool of GE courses (any one)				
7.	Structure of Language	3+1	4	GE
8.	Linguistic Analysis of Indo-Aryan Languages	3+1	4	GE
Skill Based Course (one)				
9.	Techniques of Phonetic Transcription	2	2	SBC
	Total		**22**	

Semester-II

S.No.	Title of the Course	Credit Hrs/Week	No. of Credits	Course Type
10.	Syntax	3+1	4	DSC
11.	Semantics	3+1	4	DSC
12.	Psycholinguistics	3+1	4	DSC
Pool of DSE courses (any one/two)				
13.	Sociolinguistics	3+1	4	DSE
14.	Indian Grammatical Tradition	3+1	4	DSE
15.	Language Change	3+1	4	DSE
16.	Sign Linguistics	3+1	4	DSE
Pool of GE courses (any one)				
17.	Linguistic Analysis of Dravidian Languages	3+1	4	GE
18.	Linguistic Analysis of Tibeto-Burman Languages	3+1	4	GE
19.	Linguistic Analysis of Austroasiatic (Munda) Languages	3+1	4	GE
Skill Based Course (one)				

20.	The Art and Craft of Lexicography	2	2	SBC
	Total		**22**	

DISCIPLINE SPECIFIC CORE (DSC) COURSES

DSC -1: PHONETICS

SEMESTER-I

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

DSC-1: PHONETICS

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Phonetics	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- This course provides a hands-on introduction to various aspects of phonetics, focusing on the study of speech sounds and their articulation, production, and perception.

- Students will be introduced to both articulatory and acoustic phonetics to develop fundamental skills in phonetic transcription and speech sound analysis.

Learning Outcomes:

By the end of this course, students will be able to:

- Identify and describe different types of speech sounds using articulatory phonetics.

- Apply phonetic transcription techniques to analyze speech sounds in different languages.

- Compare and contrast segmental and suprasegmental features of speech.

- Examine the acoustic properties of speech sounds and their perception.

- Conduct a basic phonetic inventory and acoustic analysis of a selected language.

SYLLABUS OF DSC-1: PHONETICS (SEMESTER-I)

UNIT 1: **Introduction to Phonetics**   **(4 Weeks)**
- Speech sounds and their classification.
- Difference between phonetics and phonology.
- Branches of phonetics: Articulatory, Acoustic, and Auditory phonetics.
- Organs of speech and their roles in articulation.

UNIT 2: **Articulatory Phonetics**   **(4 Weeks)**
- Classification of speech sounds based on place and manner of articulation.
- Vowels, consonants, and semi-vowels.
- Features of coarticulation: assimilation, elision, and linking sounds.
- Suprasegmental features: stress, rhythm, and intonation.

UNIT 3: **Acoustic and Auditory Phonetics**   **(4 Weeks)**
- Basics of sound waves: frequency, amplitude, and resonance.
- Spectrograms and their interpretation.
- Perception of speech: auditory processing and phonetic illusions.
- Phonetic variation and its role in dialectal differences.

UNIT 4: **Phonetic Transcription and Analysis**   **(3 Weeks)**
- Introduction to IPA transcription: broad vs. narrow transcription.
- Practice in transcribing speech samples from different languages.
- Phonetic inventory of a selected language.
- Introduction to instrumental phonetics (Praat software basics).

Essential/ Recommended Readings:

1. Ashby, Michael & Maidment, John (2005). *Introducing Phonetic Science*. Cambridge University Press.
2. Hardcastle, William & Laver, John (1999). *The Handbook of Phonetic Sciences*. Blackwell Publishing.
3. Johnson, Keith (2012). *Acoustic and Auditory Phonetics*. Wiley-Blackwell.
4. Knight, Rachael & Beck, John (2006). *An Introduction to the Science of Phonetics*. Edinburgh University Press.
5. Ladefoged, Peter & Johnson, Keith (2014). *A Course in Phonetics*. Cengage Learning.

Keywords: Phonetics, Articulation, Speech Perception, IPA, Acoustic Phonetics, Phonetic Transcription, Suprasegmentals, Spectrogram Analysis.

DISCIPLINE SPECIFIC CORE (DSC-2) COURSES

SEMESTER-I

DSC-2: PHONOLOGY

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

DSC-2: PHONOLOGY

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Phonology	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To understand the fundamental concepts of phonology and its relationship with phonetics.

- To become familiar with phonological units, structures, and rules.

- To understand different phonological theories and their representations.

- To develop skills for practical phonological analysis.

Learning Outcomes:

By participating in this course, the student will:

- Be able to demonstrate an understanding of fundamental phonological concepts and processes.
- Be able to analyze phonological data using theoretical frameworks.
- Be able to identify and describe phonological patterns and constraints in various languages.
- Develop proficiency in applying phonological theories to real-world linguistic data.

SYLLABUS OF DSC-2 (SEMESTER-I)

UNIT 1: **Phonology – Fundamental Concepts** **(5 Weeks)**

- Relationship between Phonetics and Phonology
- Understanding the concept of the phoneme from different perspectives
- Principles of phonemic analysis
- Phonemic premises and discovery procedures

UNIT 2: **Phonological Units and Structures** **(5 Weeks)**

- Phoneme combinations and Phonotactic constraints
- Syllable structure and challenges in syllabification
- Types of phonological systems: Consonant systems, vowel systems

UNIT 3: **Phonological Theories and Representations** **(4 Weeks)**

- Prague School Phonology: Trubetzkoy's distinctive oppositions, neutralization, and the concept of the archiphoneme
- Generative Phonology
- Developments in Phonological Theory

UNIT 4: **Practical Problems in Phonology** **(1 Week)**

- Application of theoretical concepts from Units 1, 2, and 3 to real-world phonological data

Essential/ Recommended Readings:

1. Bloomfield, L. (1933). *Language.* New York: Holt, Rinehart & Winston.
2. Chomsky, N. & Halle, M. (1968). *The Sound Pattern of English.* New York: Harper & Row.
3. Clark, J., & Yallop, C. (1995). *An Introduction to Phonetics and Phonology.* New York: Harper & Row.
4. Fromkin, V. & Rodman, R. (1993). *An Introduction to Language.* New York: Harcourt Brace College Publishers.
5. Gleason, B.A. (1955). *Workbook in Descriptive Linguistics.* London: Holt, Rinehart & Winston.
6. Halle, M. (1984). *Problem Book in Phonology.* Massachusetts: MIT Press.
7. Hockett, C.F. (1960). *A Course in Modern Linguistics* (Chapters 2, 3, 10 & 13). New York: The Macmillan Co.
8. Hyman, L.M. (1975). *Phonology: Theory and Analysis.* New York: Holt, Rinehart, and Winston.
9. Kenstowicz, M. (1994). *Phonology in Generative Grammar.* Cambridge: Blackwell.

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10. Lass, R. (1984). *Phonology: An Introduction to Basic Concepts.* London: Cambridge University Press.
11. Pike, K.L. (1974). *Phonemics: A Technique for Reducing Language to Writing.* Ann Arbor: The University of Michigan Press.

DISCIPLINE SPECIFIC CORE (DSC-3) COURSES

SEMESTER-I

DSC - 3: MORPHOLOGY

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

DSC-3: MORPHOLOGY

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Morphology	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To understand the components of word-structure and word-formation processes
- to become familiar with different types of morphemes and morphological processes
- to be aware of the relation between sounds, words and sentences
- To be aware of similarities and differences in morphological patterns across languages

Learning Outcomes:

By participating in this course, the student will:

- be able to demonstrate an understanding of the internal composition of words
- be able to correctly identify different types of morphemes and morphological processes both in their native language(s) and novel languages
- be able to articulate the relation between morphology, phonology, and syntax
- be able to create a basic dataset for morphological analysis in their native language(s) and conduct basic morphological analysis across multiple languages

SYLLABUS OF DSC-3 (SEMESTER-I)

UNIT 1: **Building Blocks of Morphology**   **(5 Weeks)**

- Internal Structure of Words
- Types of Morphemes
- Composition of Words

UNIT 2: **Word Formation Processes**   **(5 Weeks)**

- Inflection and Derivation
- Morpho-phonology
- Morpho-syntax
- Morphological productivity

UNIT 3: **Morphological analysis**   **(5 Weeks)**

- Morphological data collection
- Morphological analysis
- Morphological Typology

 Essential/ Recommended Readings

1. Aronoff, Mark, & Fudeman, Kirsten (2011). *What is morphology?* (2nd ed.). Sussex: John Wiley & Sons Ltd.
2. Booij, Geert (2005). The grammar of words. Oxford: Oxford University Press.
3. Katamaba, Francis, & Stonham, John (2006). Morphology (2nd ed.). Hampshire; New York: Palgrave MacMillan.
Note. Detailed readings for various topics are handed out in class from time to time and are routinely updated.

KEYWORDS: Word, Word-structure, Morpheme, Composition, Inflection, Derivation, Morpho-syntax, Morpho-phonology, Productivity, Morphological Typology, Morphological Analysis.

DISCIPLINE SPECIFIC ELECTIVE (DSE-1) COURSES

SEMESTER-I

DSE - 1: INTRODUCTION TO FORMAL LINGUISTICS

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

DSE-1: Introduction to Formal Linguistics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Formal Linguistics	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- to understand the importance of studying languages formally
- to describe linguistic patterns in language data pertaining to the levels of sound, words, sentences, meaning
- to learn to apply the scientific method of formal linguistics to language data
- to analyse language data to determine the nature of humans' knowledge of language

Learning Outcomes:

By participating in this course, the student will:

- be able to understand sets of language data about form, meaning and structure
- be able to identify phonetic, phonological, morphological, syntactic and semantic patterns in language data
- be able to arrive at formally motivated linguistic generalizations about language data
- be able to propose preliminary hypotheses that explain observed patterns and test these hypotheses with novel data

SYLLABUS OF DSE-1 (SEMESTER-I)

UNIT 1: **Philosophy & Science of Linguistics**   **(3 Weeks)**

- Language as an Object of Study
- Goals of Formal Linguistics
- Linguistic Description, Generalization, Hypotheses, Analysis

UNIT 2: **The Physical Form of Language**   **(4 Weeks)**

- Phonetics: Properties of Speech Sounds
- Phonology: Constraints on the Arrangement of Sounds
- Signs in Signed Languages

UNIT 3: **Composition at the Word-level**   **(4 Weeks)**

- Morphology: Morphemes & their interactions
- Lexical Semantics: Word Meaning

UNIT 4: **Composition at the Sentence level**   **(4 Weeks)**

- Syntax: Knowledge of sentence structure
- Semantics: Knowledge of sentence meaning
- Compositionality and the Y-model of linguistic competence

Essential/ Recommended Readings

1. Fromkin, Victoria, Robert Rodman, and Nina Hyams. 2007. *An Introduction to Language*. Boston: Wadsworth Publishing.
2. O'Grady, William, John Archibald, Mark Aronoff, and Janie Rees-Miller. (2010). *Contemporary Linguistics: An Introduction*, Sixth Edition. Boston: Bedford St. Martins
3. Pinker, Steven (1995) *The Language Instinct: How the Mind Creates Language*. New York: Harper Collins.
4. Scholz, Barbara C., Francis Jeffry Pelletier, Geoffrey K. Pullum, and Ryan Nefdt. (2024). Philosophy of Linguistics. In *The Stanford Encyclopedia of Philosophy*, Edward N. Zalta and Uri Nodelman (eds.), Spring 2024 Edition. https://plato.stanford.edu/archives/spr2024/entries/linguistics/

Note. Detailed readings for various topics are handed out in class from time to time and are routinely updated.

KEYWORDS: Formal Linguistics, Language, Phonetics, Phonology, Morphology, Syntax, Semantics, Sounds, Words, Sentences, Compositionality, Generalization, Description, Hypothesis, Analysis, Competence**.**

DISCIPLINE SPECIFIC ELECTIVE (DSE-2) COURSES

SEMESTER-I

DSE - 2: INTRODUCTION TO APPLIED LINGUISTICS

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

DSE-2: INTRODUCTION TO APPLIED LINGUISTICS

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Applied Linguistics	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To understand the important elements of language like grammar and vocabulary for language learning
- to understand the traditional teaching methods and know the importance of emergence of new teaching methods.
- to know the difference between language learning and language acquisition and its relation to language disorder

Learning Outcomes:

By participating in this course, the student will:

- be able to identify the major characteristics of grammar and vocabulary learning methods;
- be able to apply correct teaching methods in language learning and teaching;
- understand the application of language acquisition and language disorder in second language learning;
- learn testing and evaluation in language learning.

SYLLABUS OF DSE-2 (SEMESTER-I)

UNIT 1: **The nature and structure of language** (3 Weeks)

- Grammar
- Vocabulary
- Discourse analysis
- Pragmatics
- Corpus Linguistics

UNIT 2: **Essential areas of Enquiry in Applied Linguistics** (4 Weeks)

- Language learning and Language teaching
- Focus on language learner: Motivation, Styles and Strategies
- Studies of child Language acquisition
- Language disorder

UNIT 3: **Teaching Methods in second language learning** (4 Weeks)

- Traditional teaching methods: Grammar-Translation methods, Reading methods
- The audio-lingual approach
- The communicative approach
- The silent way; suggestology, TPR (Total Physical Response); the natural way; the monitor model

UNIT 4: **Basics of Language Testing & Evaluation** (4 Weeks)

- Implications of different studies for studying L-2 output, error analysis
- Testing and Evaluation in Language Teaching; Evaluating Language & Measuring
- Language Ability; Evaluating Language Curricula

Essential/ Recommended Readings

4. Allison, Desmond. 1999. *Language Testing and Evaluation: An Introductory Course*. Singapore: National University of Singapore.
5. Bell, R.T. 1981. *An Introduction to applied linguistics*. London: Batsford Academic and Educational Limited.
6. Cook, V. (ed.). 2003. *Effects of the L2 on the L1*. Clevendon: Multilingual Matters.
7. Dulay, H. M. Butt and S. Krashen, 1982. *Language Two*. Oxford: Oxford University Press.
8. Gass, S.M. and J. Sachachter (ed.). 1989. *Linguistic perspective on second language acquisition*. Cambridge: Cambridge University Press.
9. Grotjahn, Rüdiger & Günther Sigo (eds.). 2004. *Language Testing & Evaluation*. Berlin Bern, Bruxelles, New York: Oxford; Wien.19
10. Kaplan, B. 2002. *The Oxford handbook of applied linguistics*. Oxford: Oxford University Press.
11. Larsen-Freeman, D. 2001. *Teaching Language: From Grammar to Grammaring*. Boston,MA: Heinle and Heinle.
12. Schmitt, N. 2002. *An Introduction to Applied Linguistics*. London: Arnold.
13. Stevick, R.W. 1976. *Memory, meaning and method*. Massachusetts: Newbury House.

14.   Richards.J.C, and Rodgers.T.S. 2000. *Approaches and methods in language teaching*. Cambridge: Cambridge university press

KEYWORDS: Grammar, Vocabulary, language teaching, Error analysis, Language testing

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

DSE - 3: LINGUISTICS AND THE WORLD

SEMESTER-I

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

DSE-3: LINGUISTICS AND THE WORLD

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Linguistics and the World	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- to provide and understanding of the interdisciplinary nature of Linguistics;
- to make students aware of strong bonds in terms of common origin of the discipline of linguistics with Anthropology and Sociology;
- to make students aware with the well-known foundational debates in linguistics that interfaces with themes in philosophy and psychology;
- to expose students to techniques literary text analyses and the developments in human-computer relation through language.

Learning Outcomes:

After completion of the course, the student should be able to:
- link theories of linguistics to other disciplines;
- understand, compare, and evaluate different perspectives regarding the interdisciplinary connections of linguistics as a discipline;
- develop ideas for research related the connections of linguistics with other disciplines;
- conduct research on linguistic connections of other disciplines.

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SYLLABUS OF DSE-3 (SEMESTER-I)

UNIT 1: **Linguistics, Anthropology and Sociology** **(4 Weeks)**

- Common early history of linguistics and anthropology
- Common early history of linguistics and sociology
- Emergence of specific fields – linguistics, anthropology and sociology

UNIT 2: **Linguistics, Philosophy and Psychology** **(4 Weeks)**

- Empiricism versus Rationalism debate
- Behaviourism versus Mentalism debate
- Studying the mind from linguistic, philosophical, psychological perspectives

UNIT 3: **Linguistics and Literature** **(4 Weeks)**

- Phonetic and Phonological features
- Morphological features
- Syntactic and Semantic features

UNIT 4: **Linguistics and Computer Science** **(3 Weeks)**

- Introduction to Computational Linguistics
- Speech and computers
- Computational analysis of words and sentences

Essential/ Recommended Readings

1. Allen, J.F. 1987. *Natural Language Understanding*. Benjamin Cummings. 2nd Edition.
2. Angermuller, J., Blanchard, P. 2023. Two Disciplines: Linguistics and Sociology. In: *Careers of the Professoriate*. Palgrave Macmillan, Cham.
3. Brent Berlin and Paul Kay. 1969. *Basic Color Terms: Their Universality and Evolution*. Berkley and Los Angeles: University of California Press.
4. Brown, Roger and Lenneberg, Eric. 1954. A study in language and cognition, *Journal of Abnormal and Social Psychology*, 49: 445–453.
5. Chomsky, Noam. 1968. *Language and Mind*. New York: Harper and Row.
6. Chomsky, Noam. 1969. Linguistics and philosophy. In *Language and Philosophy: A Symposium*, Sidney Hook, (ed.), New York: New York University Press, 51–94.
7. Clark, Alexander, Chris Fox, Shalom Lappin (eds.). 2010. *The Handbook of Computational Linguistics and Natural Language Processing*. Blackwell Publishing Ltd. Print ISBN:9781405155816.
8. Daniel Jurafsky and James H. Martin. 2000. *Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition with Language Models*. Prentice Hall PTR: NJ.
9. Ferreira, Fernanda. 2005. Psycholinguistics, formal grammars, and cognitive science, in *The Linguistic Review*, 22: 365–380.

10. Fodor, Jerry A. 1983. *The Modularity of Mind: An Essay on Faculty Psychology*. Cambridge, Massachusetts: MIT Press.

11. Goodenough, W.H. 1957. Cultural Anthropology and Linguistics. *Monograph Series on Language and Linguistics* IX. Washington, D.C.: Georgetown University Press.167-173

12. https://doi.org/10.1007/978-3-031-25241-9_5

13. Hymes, Dell. 1970. Linguistic Method in Ethnography. In *Method and Theory in Linguistics*, ed. Paul L. Garvin. The Hague: Mouton. 249-325.

14. Hymes, Dell. 1970. Linguistic Models in Archaeology. In *Archéologie et calculateurs*. Paris: Éditions du Centre National de la Recherche Scientifique. 91-120.

15. Jakobson, Roman. 1987. *Language in literature*. Cambridge, MA: Harvard Univ. Press.

16. Lofland, Lyn. 1980. Reminiscences of Classic Chicago: The Blumer-Hughes Talk. *Urban Life*, Vol 9: 3, 251-281.

17. N. Braber, L. Cummings, & L. Morrish (eds.). 2015. *Exploring Language and Linguistics*. Cambridge: Cambridge University Press.

18. Pinker, Steven. 1994. *The Language Instinct: The New Science of Language and Mind*. New York, NY: Morrow Press.

19. Pinker, Steven. 2007. *The Stuff of Thought: Language as a Window into Human Nature*. New York, NY: Viking Penguin.

KEYWORDS: Philosophy, Psychology, Sociology, Computational Linguistics, Literature**.**

HENERIC ELECTIVE (GE-1) COURSES

SEMESTER-I

GE - 1: STRUCTURE OF LANGUAGE

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

GE-1: STRUCTURE OF LANGUAGE

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Applied Linguistics	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:
- To introduce students to the fundamental concepts of language and linguistics.
- To differentiate between spoken and written language and understand their characteristics.
- To explore different modes of communication, including verbal and non-verbal communication.
- To develop a foundational understanding of phonetics, phonology, morphology, syntax, and semantics.

Learning Outcomes:

By participating in this course, the student will:
- Demonstrate an understanding of the core principles of linguistics and language structure.
- Analyse the phonetic and phonological features of language using IPA transcription.
- Understand word formation processes and morphological structures.
- Recognize and differentiate between syntactic and semantic components of language.

SYLLABUS OF GE (SEMESTER-I)

UNIT 1: **Introduction to Language and Linguistics**　　　　**(3 Weeks)**
- Definition and scope of linguistics
- Design features of language
- Differences between spoken and written language

UNIT 2: **Modes of Communication**　　　　**(3 Weeks)**
- Verbal and non-verbal communication
- Icon, Index, and Symbol
- Langue and parole, competence and performance

UNIT 3: **Phonetics and Phonology**　　　　**(3 Weeks)**
- Introduction to phonetics and phonology
- Air stream mechanisms
- Introduction to IPA chart and articulatory phonetics

UNIT 4: **Morphology**　　　　**(3 Weeks)**
- Introduction to morphology
- Word classes and processes of word formation
- Morph, morpheme, and allomorph
- Inflectional and derivational morphemes
- Identification of free and bound morphemes

UNIT 5: **Basic Introduction to Syntax and Semantics**　　　　**(3 Weeks)**
- Syntax: Sentence structure and word order
- Semantics: Meaning and interpretation
- Relationship between syntax and semantics

Essential/ Recommended Readings:

1. Crystal, D. (1997). *The Cambridge encyclopedia of language*. Cambridge University Press.
2. Fromkin, V., Rodman, R. & Hyams, N. (2018). *An introduction to language*. Cengage Learning.
3. Haspelmath, M. (2002). *Understanding morphology*. Oxford University Press.
4. Ladefoged, P., & Johnson, K. (2014). *A course in phonetics*. Cengage Learning.
5. Saussure, F. (1959). *Course in general linguistics*. McGraw-Hill.
6. Yule, G. (2016). *The study of language*. Cambridge University Press.

KEYWORDS: Linguistics, Phonetics, Morphology, Syntax, Semantics, Communication, IPA, Word Formation, Phonology.

GENERAL ELECTIVE (GE-2) COURSES

SEMESTER-I

GE - 2: LINGUISTIC ANALYSIS OF INDO-ARYAN LANGUAGES

Total Credits: 04 (Credits: Theory-03, Tutorial-1)

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

GE-2: Linguistic Analysis of Indo-Aryan Languages

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Linguistic Analysis of Indo-Aryan Languages	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:
- To understand the spread of Indo-Aryan languages in terms of geographical and genetic relations among languages.
- to become familiar with looking at these languages from an analytical perspective
- to be aware of the issues of convergence and contact among languages
- to be able to appreciate the inter-relations and differences among languages

Learning Outcomes:

By participating in this course, the student will:
- be able to demonstrate understanding of the major characteristics of the grammar of Indo-Aryan languages
- be able to apply correct terminology and techniques of phonetics/phonology for transcription and data analysis
- to be able to analyse the structure of words, phrases, and clauses of Indo-Aryan languages
- be able to recognise the influence of one language on another through comparison of languages within and outside the language-family

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SYLLABUS OF GE-2 (SEMESTER-I)

UNIT 1: **Introduction to Indo-Aryan Languages** (4 Weeks)

- Concept of Language Family
- Language families of India: Core and periphery
- Genetic and areal distribution of Indo-Aryan languages

UNIT 2: **Linguistic Features of Indo-Aryan Languages** (4 Weeks)
- Census reports and Language profiles of different states
- Pan Indo-Aryan linguistic features
- Linguistic features across distinct languages

UNIT 3: **Formal features for analysis** (4 Weeks)

- Phonetic and Phonological features
- Morphological features
- Syntactic and Semantic features

UNIT 4: **Contact and convergence** (3 Weeks)

- Zones of language contact, convergence and divergence
- Lingua Francas, Pidgins and Creoles

Essential/ Recommended Readings

1. Grierson, George. A. 1904. *Linguistic Survey of India: Indo-Aryan Languages* (Vol. 5-9). Calcutta: Government Publication.
2. Subbarao, K.V. 2012. *South Asian Languages: A Syntactic Typology*. Cambridge, University Press, Cambridge.
3. Cardona, George, and Dhanesh Jain, eds. 2003. *The Indo-Aryan Languages*. London: Routledge.
4. Central Institute of Indian Languages, ed. 2011. *Indo-Aryan Linguistics.* Mysore: Central Institute of Indian Languages, Ministry of Human Resource Development, Dept. of Higher Education, Govt. of India.
5. Masica, Colin P. 1991. *The Indo-Aryan languages*. Cambridge: Cambridge University Press.
6. Turner, R. L. 1985. *Indo-Aryan linguistics*: Collected papers, 1912-1973. Delhi: Disha.
7. Deo, Ashwini. 2017. "Dialects in the Indo-Aryan Landscape." *The Handbook of Dialectology*. (pp. 535-546).
8. Emeneau, Murray B., 1956. India as a linguistic area. *Language*, *32*(1), pp.3-16.
9. Language Census of India 2011. https://censusindia.gov.in/nada/index.php/catalog/42561
10. Language Census of India 1951.

Note. Detailed readings for various topics are handed out in class from time to time and are routinely updated.

KEYWORDS:

Language Family, Indo-Aryan, Genetic Features, Areal Features, Census, Linguistic features, Formal features, Language Contact, Convergence.

SKILL BASED COURSE (SBC)

SEMESTER-I

SBC - 1: Techniques of Phonetic Transcription

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

SBC-1: Techniques of Phonetic Transcription

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Techniques of Phonetic Transcription	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

This course aims to

- Understand the principles and techniques of phonetic transcription.
- Develop skills in transcribing spoken language into phonetic script.
- Apply phonetic transcription in language teaching, research, and other fields.

Learning Outcomes:

By the end of this course, students will:

- Understand the International Phonetic Alphabet (IPA) and its application.
- Transcribe spoken language into phonetic script using the IPA.
- Analyze and identify phonetic features of spoken language.
- Apply phonetic transcription in language teaching, research, and other fields.

Syllabus of SBC-1: Techniques of Phonetic Transcription (Semester-I)

UNIT-1: **Introduction to Phonetic Transcription**   **(5 weeks)**

- Introduction to phonetic transcription.
- History and development of phonetic transcription.
- International Phonetic Alphabet (IPA).
- Practice in transcribing spoken language into phonetic script using the IPA.

UNIT-2: **Practicals in Phonetic Transcription**   **(5 weeks)**

- Phonetic transcription of consonant and vowel sounds.
- Transcription of suprasegmental features (stress, intonation, rhythm).

UNIT-3: **Transcription of connected speech**   **(5 weeks)**
- Practice in transcribing spoken language into phonetic script using the IPA.

Essential/ Recommended Readings:

1. International Phonetic Association. (2005). Handbook of the International Phonetic Association. Cambridge University Press.
2. Ladefoged, P. (2005). Vowels and Consonants: An Introduction to the Sounds of Languages. Blackwell.
3. Roach, P. (2009). English Phonetics and Phonology. Cambridge University Press.
4. Wells, J. C. (2006). English Intonation: An Introduction. Cambridge University Press.

Keywords: Phonetic Transcription, International Phonetic Alphabet (IPA), Suprasegmental Features, Connected Speech, Phonetic Analysis.

DISCIPLINE SPECIFIC CORE (DSC) COURSES

SEMESTER-II

DSC - 4: SYNTAX

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

DSC-4: SYNTAX

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Syntax	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The Learning Objectives of this course is to provide conceptual and theoretical knowledge relating to the following:

- composition of sentences
- analysis of sentence structure
- intermediate categories
- theories of case, theta, control, bounding, binding
- techniques of NP and WH movement

Learning Outcomes:

After completion of the course, the student should be able to:
- understand the structure and composition of sentences
- identify different sentence types and analyse them
- justify the need for intermediate categories, and correctly apply different theories like Case, Theta, Control, Bounding and Binding for analysing sentences
- understand movement, especially of NPs and Wh-expressions
- understand the importance of islands and barriers
- to conduct research related to linguistic ideas in other disciplines

SYLLABUS OF DSC-4 (SEMESTER-II)

UNIT 1: **Basic Concepts**   **(4 Weeks)**

- The importance and position of sentence in the study and analysis of linguistic properties of a language
- Structural properties of sentences and identification of their internal composition
- Recognition and analysis of different types sentence structures

UNIT 2: **Theoretical Knowledge**   **(4 Weeks)**

- Principles and parameters
- The justification for intermediate categories
- X-Bar, Case, Theta, Control, Bounding and Binding theories

UNIT 3: **Methodology and syntactic analysis**   **(4 Weeks)**

- Characteristics of syntactic movement processes
- Movement processes like NP-movement and Wh-movement
- Differences of movement processes in terms of A- and A-Bar movements

UNIT 4: **Syntactic Islands**   **(3 Weeks)**

- Island Constraints, Subjacency Condition,
- The theory of Barriers
- The DP-Hypothesis

Essential/ Recommended Readings

1. Baltin, Mark and Collins, Chris. (eds.). 2001. *The handbook of contemporary syntactic theory*. London, Victoria, Massachusetts: Blackwell Publishing.
2. Carnie, Andrew (1999). *Sentence structure: A generative introduction*. Oxford University Press.
3. Davies, William D. and Dubinsky, Stanley. 2004. *The grammar of raising and control: a course in syntactic argumentation*. London, Victoria, Massachusetts: Blackwell Publishing.
4. Haegeman, Liliane (1994). *Introduction to government and binding theory* (2nd ed.). Blackwell.
5. Lasnik, Howard, & Uriagereka, Juan (1988). *A course in GB syntax*. MIT Press.
6. Poole, Geoffrey (2002). *Syntactic theory*. Palgrave.
7. Roberts, Ian. 1997. *Comparative Syntax*. London & New York: Arnold.

KEYWORDS: Principles & Parameters, Intermediate categories, Case, Theta, Control, Bounding, Binding, DP hypothesis**.**

DISCIPLINE SPECIFIC CORE (DSC) COURSES

SEMESTER-II

DSE - 5: SEMANTICS

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

DSC-5: SEMANTICS

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Semantics	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To understand the building blocks of word meaning and sentence meaning
- to become familiar with looking at languages from a semantic perspective
- to be aware of the compositional nature of meaning as modelled through propositional logic and predicate logic
- to understand the impact of context of use on meaning

Learning Outcomes:

By participating in this course, the student will:

- be able to demonstrate understanding of word meaning and sentence meaning
- be able to correctly categorise nominal and predicate expressions, and identify lexical relations within each category
- be able to distinguish sentence relations such as entailment and presupposition
- be able to apply methods from propositional logic and predicate logic to analyse the meaning of distinct sentence types including those with connectives and quantifiers
- be able to understand the importance of interface concepts like implicatures and speech acts.

SYLLABUS OF DSC-5 (SEMESTER-II)

UNIT 1: Introduction to word meaning   **(4 Weeks)**

- Lexical relations
- Meaning of Nominal expressions: Sense and Reference
- Meaning of Predicate expressions

UNIT 2: Foundations of Formal Semantics   **(3 Weeks)**

- Sets
- Relations
- Functions

UNIT 3: Composition of sentence meaning   **(5 Weeks)**

- Relations between sentences: Entailment, Presupposition
- Propositional logic and Logical connectives: And, or, if, not
- Predicate logic and Quantification

UNIT 4: Semantics-Pragmatics Interface   **(3 Weeks)**

- Implicatures
- Speech Acts

Essential/ Recommended Readings

1. Chierchia, Gennaro, & McConnell-Ginet, Sally. (2000). *Meaning and grammar: An Introduction to semantics* (2nd ed.). Cambridge, MA: MIT Press.
2. Coppock, Elizabeth, and Lucas Champollion. (2022). *Invitation to formal semantics*. Manuscript, Boston University and New York University..
3. Lyons, John (1995). *Linguistic semantics: An introduction*. Cambridge: Cambridge University Press.
4. Saeed, John I. (2015). *Semantics* (4th ed.). Oxford: Wiley-Blackwell.

Note. Detailed readings for various topics are handed out in class from time to time and are routinely updated.

KEYWORDS:

Lexical semantics, Formal semantics, Propositional logic, Predicate Logic, Entailment, Presupposition, Implicature, Quantifiers, Logical Connectives

DISCIPLINE SPECIFIC CORE (DSC) COURSES

SEMESTER-II

DSC - 6: PSYCHOLINGUISTICS

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

DSC-6: Psycholinguistics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Psycholinguistics	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- to make students aware of the nature of relationship between language and brain
- to show how language processing corresponds to comprehension, production and acquisition
- to understand how languages are acquired, represented and processed in the brain
- to comprehend issues relating to biological foundation of speech and language impairment

Learning Outcomes:

By participating in this course, the student will:

- be able to understand the biological, psychological and cognitive foundations of language
- be possess knowledge of the processes and mechanisms of first language acquisition and processing
- be able to read primary research literature on key topics and interpret the results of the experiments
- be able to carry out research oriented studies/ experiments

SYLLABUS OF DSC-6 (SEMESTER-II)

UNIT 1**:** Basic concepts   **(4 weeks)**
- Psychological and cognitive nature of language learning
- Evolution of language
- Comprehension and production of speech
- Language and structure of human brain

UNIT 2: Theoretical Background   **(4 weeks)**
- Key findings of various seminal empirical studies
- Approaches to first language acquisition
- Biological foundation of language

UNIT 3: Language impairments   **(4 weeks)**
- Aphasia
- Dyslexia
- Hearing impairment
- Stuttering

UNIT 4: Methodology and Psycholinguistic Analysis   **(3 weeks)**
- Psycholinguistic experiment designs
- Relating conceptual and theoretical knowledge for undertaking psycholinguistic experiments and analysis
- Writing reports of experiements conducted

Essential/ Recommended Readings:

1. Anne Cutler (Ed.). 2005. *Twenty-First Century Psycholinguistics: Four Cornerstones*. London: Routledge.
2. Carrol, David. 1994/2007. *Psychology of language*. California: Brooks/Cole Pub.
3. Fernández, Eva M. and Cairns, Helen Smith (Eds.). 2017. *The handbook of psycholinguistics*. ondon: Wiley-Blackwell.
4. Obler, Loraine K. and Gjerlow, Kris. 1999. *Language and the brain*. Cambridge: Cambridge University Press.
5. Paradis, M. 1995. *Aspects of Bilingual Aphasia*. Oxford: Pergamon.

KEYWORDS: Language and brain, comprehension, production, language acquisition, language disorder

DISCIPLINE SPECIFIC ELECIVE (DSE) COURSES

SEMESTER-II

DSE - 4: SOCIOLINGUISTICS

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	**Tutorial**	**Practical/ Practice**		
Sociolinguistics	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The learning objectives of the course are as follows:

- to introduce students to language in social context
- to train students to understand language structure and use in terms of variation and change from an empirical and social perspective
- to train students on how to make observations on language used in real face-to-face interactions and analyse them
- to make students aware that languages evolve, come in contact with other languages and undergo changes

Learning Outcomes:

After attending this course, the student is expected to:

- learn that language can be studied with reference to time and space
- learn how to identify and analyse language variation
- to be trained in studying language using basic quantitative methods of analysing data

SYLLABUS OF DSE-4 (SEMESTER-II)

UNIT 1: **Language and socialisation** **(3 Weeks)**

- Language as a mental object versus language as a social object
- Perspectives and approaches to the study of language in society
- Competence and performance in terms of awareness of language varieties
- Sociology of language versus Sociolinguistics

UNIT 2: **Language variation and change** **(4 Weeks)**

- Languages, Dialects, and Varieties
- Variation and change
- Correlational studies and the sociolinguistic variable
- Code mixing/ switching

UNIT 3: **Language attitude, maintenance and shift** **(4 Weeks)**

- the interventionist turn in sociolinguistics
- identity as marker of class, caste, race, ethnicity, occupation, location, etc.
- identity as driving language maintenance
- language and gender

UNIT 4 **Multilingualism India as a Sociolinguistic area** **(4 Weeks)**

- plurality and multilingualism
- multilinguality as a social identity
- India as a sociolinguistic area
- multilingualism, education and language policy

Essential/ Recommended Readings

1. Agnihotri, R.K. 2002. Sociolinguistic Theory and Practice: The Indian Counterpoint. In Rajendra Singh (Ed.), *The Yearbook of South Asian Languages and Linguistics*.
2. Annamalai, E. 2001. *Managing multilingualism in India: Political and linguistic manifestations*. New Delhi, London, Thousand Oaks: Sage Publications.
3. Bhatia, Tej K. 2011. The multilingual mind, optimization theory and Hinglish. In *Chutneyfying English: The phenomenon of Hinglish*, Rita Kothari and Rupert Snell (eds.) pp. 37–52. New Delhi: Penguin Books India.
4. Chambers, J.K. and Trudgill, Peter. 1998/ 2004. *Dialectology*. Cambridge: Cambridge University Press (2nd edition).
5. Cheshire, Jenny. 2005. Syntactic variation and beyond: Gender and social class variation in the use of discourse-new markers. *Journal of Sociolinguistics*, vol. 9(4), 479-508.
6. Eckart, Penelope and McConnell-Ginet, Sally. 2003. *Language and Gender*. Cambridge: Cambridge University Press.

7. Khubchandani, L.M. 1984. Sociolinguistics in India: The decade past and the decade to come. *International Journal of the Sociology of Language*, 45, 47-64.
8. Labov, William. (1972/ 1991). *Sociolinguistic patterns*. Philadelphia: University of Pennsylvania Press.
9. Meyerhoff, Miriam. 2011. *Introducing sociolinguistics*. Oxon: Routledge.
10. Myers-Scotton, Carol. 2002. *Contact Linguistics*. Oxford: Oxford University Press.
11. Pandit, P.B. 1972. *India as a Sociolinguistic Area*. Pune: University of Poona.
12. Pattanayak, D. P. 1990. Multilingualism in India. *Multilingual Matters*.
13. Poplack, Shana and Sankoff, David. 1984. Borrowing: the synchrony of integration. *Linguistics*. 22 (269): 99–136.
14. Sharma, Gopal P. and Kumar, Suresh. 1977. *Indian Bilingualism*. Agra: Kendriya Hindi Sansthan.
15. Smakman, Dick. 2018. *Discovering sociolinguistics*. London: Palgrave.
16. Tagliamonte, Sali A. 2012. *Variationist sociolinguistics: Change, observation, interpretation*. Oxford: Wiley-Blackwell.
17. Wardhaugh, Ronald. 2010. *An introduction to sociolinguistics*. Oxford: Wiley-Blackwell.
18. Weinreich, Uriel, Labov, William, Herzog, Martin I. 1968; Empirical foundations for a theory of language change. In *Directions for Historical linguistics: A Symposium*. Edited by W. P. Lehmann and Yakov Malkiel. Austin and London: University of Texas Press.

KEYWORDS: Linguistic diversity, Dialect/ Register, Standard Vs Vernacular, Attitude, Plurality. Dialect, Register, Observer's Paradox, Ethnicity.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

SEMESTER-II

DSE - 5: Indian Grammatical Tradition

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

DSE-5: Indian Grammatical Tradition

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian Grammatical Tradition	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- to understand the historical development of the Indian grammatical tradition
- to analyze the key concepts and theories of Indian grammar, such as *śabda, artha*, and *jñāna*
- to examine the contributions of major Indian grammarians, such as Pāṇini, Patañjali, and Bhartrihari
- to apply Indian grammatical concepts to the analysis of Sanskrit and other Indian languages

Learning Outcomes:

By participating in this course, the student will:

- be able to understand Indian theories of language
- be able to comprehend the linguistic architecture (*Linguitecture*) of Pāṇini
- be able to understand Patañjali's explanations in the *Mahābhāṣya*
- be able to analyze Bhartrihari's linguistic philosophy in the *Vākyapadīya*

SYLLABUS OF DSE-5 (SEMESTER-II)

UNIT 1: **Introduction to Indian Grammatical Tradition**   **(4 Weeks)**

- Overview of the Indian grammatical tradition.
- Historical context: From the Vedic period to the modern period.
- Key concepts: *śabda, artha*, and *jñāna*.

UNIT 2: **Pāṇini's Aṣṭādhyāyī**   **(4 Weeks)**

- Introduction to Pāṇini's *Aṣṭādhyāyī*.
- Analysis of the eight chapters (*aṣṭādhyāyī*).
- Discussion of key concepts: *pratyāhāra, anubandha*, and *it*.

UNIT 3: **Patañjali's Mahābhāṣya**   **(4 Weeks)**

- Introduction to Patañjali's *Mahābhāṣya*.
- Analysis of the *Mahābhāṣya's* structure and content.
- Discussion of key concepts: *śabdabodha, arthabodha*, and *dhātubodha*.

UNIT 4: **Bhartrihari's Vākyapadīya**   **(3 Weeks)**

- Introduction to Bhartrihari's *Vākyapadīya*.
- Analysis of the *Vākyapadīya's* structure and content.
- Discussion of key concepts: *sphoṭa, artha*, and *śabda*.

Essential/ Recommended Readings

1. Goldman, R. P. & Sutherland, S. J. (trans.). (1990). *Aṣṭādhyāyī of Pāṇini.* Motilal Banarsidass.
2. Joshi, S. D. & Roodbergen, J. A. F. (trans.). (1986). *Mahābhāṣya of Patañjali.* Motilal Banarsidass.
3. Subramania Iyer, K. A. (1963, 1966, 1969, 1973). *Bhartrihari. Vākyapadīya.* Poona: Deccan College.

Keywords: Pāṇini, *Aṣṭādhyāyī, Mahābhāṣya, Patañjali, Bhartrihari*, and *Vākyapadīya*

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

SEMESTER-II

DSE - 6: Language Change

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

DSE - 6: Language Change

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language Change	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

This course provides

- The fundamental principles and mechanisms of language change.
- Knowledge of the various factors that influence language evolution.
- An understanding of the role of social, cultural, and historical contexts in language change.

Learning Outcomes:

By the end of this course, the student will:

- Be able to distinguish between language variation and change.
- Be able to analyse the social, cultural, and historical factors that influence language evolution.
- Be able to apply theoretical frameworks to real-world language data.
- Be able to develop critical thinking and research skills in the field of language change.

Syllabus of DSE-6 (SEMESTER-II)

UNIT-1: **Introduction to Language Change** **(4 weeks)**

- Defining language change.
- Types of language change (phonological, lexical, syntactic).
- Theories of language change (Neogrammarian, Lexical Diffusion).

UNIT-2: **Social and Cultural Factors in Language Change** **(4 weeks)**

- Language contact and language convergence.
- Language attitudes and language loyalty.
- Social identity and language variation.

UNIT-3: **Historical and Comparative Perspectives on Language Change** **(4 weeks)**
- Historical linguistics and the comparative method.
- Language families and language typology.
- Case studies of language change in historical contexts.

UNIT-4: **Language Change in Contemporary Contexts** **(3 weeks)**

- Language globalization and language endangerment.
- Language policy and language planning.
- Case studies of language change in contemporary contexts.

Essential/ Recommended Readings:

1. Aitchison, J. (2012). *Language Change: Progress or Decay?* Cambridge University Press.
2. Bynon, T. (1977). *Historical Linguistics.* Cambridge University Press.
3. Campbell, L. (2013*).* Historical Linguistics: An Introduction*.* MIT Press.
4. Croft, W. (2000). *Explaining Language Change: An Evolutionary Approach.* Longman.
5. Crowley, T. (1992). *An Introduction to Historical Linguistics.* Oxford University Press.
6. Hale, M. (2007). *Historical Linguistics: Theory and Method.* Blackwell.
7. Labov, W. (2001). *Principles of Linguistic Change. Vol. 2: Social Factors.* Blackwell.
8. Trask, R. L. (2000). *The Dictionary of Historical and Comparative Linguistics.* Fitzroy Dearborn.

Keywords: Language change, phonological, morphological, syntactic, comparative and historical methods, contact and convergence, language typology, language endangerment.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

SEMESTER - II

DSE - 7: SIGN LINGUISTICS

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Sign Linguistics	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

- To present the of Sign Languages being natural languages
- To introduce the history of sign languages of the world
- To make students become familiar with Deaf rights
- To make students familiarise themselves with the basic linguistic features and process in Sign Language

Learning Outcomes:

After participating in the course, the students will be able:

- to appreciate the similarities and differences between spoken and signed languages
- to recognise parts of speech of Sign Languages
- to analyse the basic linguistic processes in Sign Languages
- to conduct research on Sign Linguistics topics

SYLLABUS OF DSE-7 (SEMESTER-II)

UNIT 1: **Status of sign languages**   **(4 Weeks)**

- Status of sign language as a language
- Signed and Spoken languages from a linguistic perspective
- Linguistic studies of sign language

UNIT 2: **History and Status Sign Language**   **(3 Weeks)**

- History of sign languages of the world
- The case of Nicaraguan Sign Language
- The history of sign language in India
- Deaf schools and the status of sign language in India

UNIT 3: **Parts of Speech in Sign language**   **(4 Weeks)**

- Minimal pairs and phonemes in Sign Language
- Word classes Sign Language
- Linguistic processes in Sign Languages
- The question of Iconicity in Sign Language

UNIT 4: **Constructions in Sign Language**   **(4 Weeks)**
- Linguistics from the perspective in Sign Languages
- Incorporation
- Agreement and WH-constructions
- Tense, Aspect and Modality in Sign Language

Essential/recommended readings

1.   Bhattacharya, Tanmoy, *et al.* (eds.). 2014. *The Sign Language(s) of India.* Orient BlackSwan, India.
2.   Bhattacharya, Tanmoy. 2022. Shifting the epistemic centre: teachings from sign linguistics. In *Critical Essays on Disability Rights Jurisprudence: Combating Exclusion, Embracing Inclusion*, ed. Jain, Sanjay. Bloomsbury, pp. 101-129. ISBN: 978-93-90513-60-4.
3.   Enoch Aboh, Roland Pfau and Ulrike Zeshan. 2006. When a Wh-word is not a Wh-word: The Case of Indian Sign Language. In *Yearbook of South Asian Languages and Linguistics*, edited by Tanmoy Bhattacharya. Berlin: De Gruyter.
4.   Vasishta, Madan, James Woodward and Susan DeSantis. 1950. *An Introduction to Indian Sign Language*. New Delhi: All India Federation of the Deaf.
5.   Zeeshan, Ulrike. 2000. *Sign Language in Indo-Pakistan: A Description of a Signed language*. Amsterdam: John Benjamins.

KEYWORDS: Signs, Deaf Studies, Incorporation, Agreement, Tense, Aspect, Mood

GENERAL ELECTIVE (GE) COURSEs

SEMESTER - II

GE - 3: Linguistic Analysis of Dravidian Languages

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

GE-3: Linguistic Analysis of Dravidian Languages					

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Linguistic Analysis of Dravidian Languages	4	3	1	0	Graduation Dgree	NIL

Learning Objectives:

This course provides:

- An in-depth examination of the structure of the Dravidian language family.
- A focus on its phonology, morphology, syntax, and semantics.
- An understanding of convergence and divergence between Dravidian and other language families.

Learning Outcomes:

By the end of this course, the student will:

- Be able to understand the sound system and phonological processes of the Dravidian language family.
- Be able to analyze the morphological structure of words and the grammatical categories of the language family.
- Be able to examine the syntactic patterns and sentence structure of the language family.
- Be able to investigate the semantic properties of words and phrases in the language.

Syllabus of GE-3 (SEMESTER-II)

UNIT-1: **Introduction to Dravidian Languages**   **(3 weeks)**

- Overview of the Dravidian language family.
- General typological characteristic features of Dravidian languages.

UNIT-2: **Phonology of Dravidian Languages**   **(4 weeks)**

- Sound system: vowels, consonants, and diphthongs.
- Syllable structure and consonant sequences.
- Phonological processes: assimilation, elision, and sandhi.

UNIT-3: **Morphology of Dravidian Languages**   **(4 weeks)**

- Word structure: roots, suffixes, and prefixes; personal pronouns; case morphemes; dative; causatives; reduplication and echo-words.
- Grammatical categories: nouns, verbs, adjectives, and adverbs.
- Morphological processes: derivation, compounding, and inflection.

UNIT-4**: Syntax of Dravidian Languages**   **(4 weeks)**

- Sentence structure: word order, phrase structure, and clause structure.
- Grammatical relations: subject, object, and indirect object.
- Syntactic processes: relativization, subordination, and coordination.

Essential Readings:

1. Abbi, A. (1982). *Reduplication in South Asian Languages: An Areal, Typological and Historical Study*. New Delhi: Allied Publishers.
2. Arora, H. (1990-91). *Consequences of Syntactic Change in Contact Situations*. OPIL, Vol. 16-17.
3. Krishnamurti, B. (2003). *The Dravidian Languages: A Comparative, Historical, and Typological Study*. Cambridge University Press.
4. Masica, C. P. (1976). *Defining a Linguistic Area: South Asia*. Chicago: The University of Chicago Press.
5. Naganıma Reddy, K. (1987). *Constraints on Consonant Sequences Across Some Indian Languages: A Typological View*. OPIL, Vol. 13, pp. 37-57.
6. Ramanujan, A. K., & Masica, C. (1969). *Towards a Phonological Typology of the Indian Linguistic Area*. In T. A. Sebeok (Ed.), *Linguistics in South Asia (Current Trends in Linguistics, Vol. 5)* (pp. 543-577). The Hague: Mouton.
7. Steever, S. B. (1998). *The Dravidian Languages*. Routledge.
8. Zograf, C. A. (1982). *Languages of South Asia: A Guide*. London: Routledge and Kegan Paul.

Keywords: Dravidian, Structure, Phonology, Morphology, Syntax, Typology.

GENERIC ELECTIVE (GE) COURSES

SEMESTER - II

GE - 4: Linguistic Analysis of Tibeto-Burman Languages

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

GE-4: Linguistic Analysis of Tibeto-Burman Languages

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Linguistic Analysis of Tibeto-Burman Languages	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To understand the context of Tibeto-Burman languages in terms of geographical and genetic relations among languages.
- to become familiar with looking at languages from a linguistic perspective
- to be aware of the issues of convergence and contact among languages, and to be able to therefore appreciate the inter-relations among languages

Learning Outcomes:

By participating in this course, the student will:

- be able to demonstrate understanding of the major characteristics of grammar of Indian languages as a whole
- be able to apply correct terminology and techniques of phonetics/phonology to transcription and data analysis, analyse the structure words, phrases, and clauses of Indian languages as a whole
- be able to recognise the influence of one language on another
- to be able to conduct original linguistic research on Tibeto-Burman languages

SYLLABUS OF GE-4 (SEMESTER-II)

UNIT 1: **Introduction to Tibeto-Burman Languages**   **(4 Weeks)**

- Language families of Tibeto-Burman
- Language families of India: Core and periphery
- Genetic and areal distribution of Tibeto-Burman languages

UNIT 2: **Linguistic Features of Tibeto-Burman Languages**   **(4 Weeks)**

- Language profile of all the states and census reports
- Pan Tibeto-Burman linguistic features
- Linguistics features of the core Tibeto-Burman families

UNIT 3: **Formal features for analysis**   **(4 Weeks)**

- Phonetic and Phonological features
- Morphological features
- Syntactic and Semantic features

UNIT 4: **Contact and convergence**   **(3 Weeks)**

- Super-stratum and sub-stratum languages
- Nagamese as a case of convergence
- Pidgins and Creoles
- Nagamese as Lingua Franca

Essential/ Recommended Readings

1. Baruah, P.N. Dutta. 1997. *Languages of the North East*. CIIL: Mysore.
2. Benedict, Paul. K. 1972. *Sino-Tibetan: A Conspectus.* Cambridge University Press.
3. Burling, Robbins. 2003. The Tibeto-Burman Languages of Northeastern India. In Graham Thurgood and Rady J. LaPolla. (eds.). *The Sino-Tibetan Languages.* London: Routledge.
4. Grierson, G.A. 1904. *Linguistic Survey of India* (Vol. 3, Part 3). Calcutta: Government Publication.
5. Matisoff, James A.; Baron, Stephen P.; and Lowe, John B. 1996. Languages and Dialects of Tibeto-Burman. Berkeley: University of California Press.
6. Subbarao, K.V. 2012. *South Asian Languages: A Syntactic Typology*. Cambridge, University Press, Cambridge. (Chapters 2-6).

KEYWORDS: North-East India, Tibeto-Burman, Language contact, Census, Phonological, Morphological, Syntactic, Nagamese**.**

GENERIC ELECTIVE (GE) COURSES

SEMESTER - II

GE - 5: Linguistic Analysis of Austroasiatic (Munda) Languages

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

GE-5: Linguistic Analysis of Austroasiatic (Munda) Languages

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Linguistic Analysis of Austroasiatic (Munda) Languages	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- to understand the place of his/her language in the context of Austroasiatic (Munda) languages in terms of geographical and genetic relations among languages.
- to become familiar with looking at languages from a linguistic perspective
- to be aware of the issues of convergence and contact among languages, and to be able to therefore appreciate the inter-relations among languages

Learning Outcomes:

By participating in this course, the student will:

- be able to demonstrate understanding of the major characteristics of grammar of Indian languages as a whole
- be able to apply correct terminology and techniques of phonetics/phonology to transcription and data analysis, analyse the structure words, phrases, and clauses of Indian languages as a whole
- be able to recognise the influence of one language on another
- to be able to conduct original linguistic research on Austroasiatic (Munda) languages

SYLLABUS OF GE-5 (SEMESTER-II)

UNIT 1: **Introduction to Austroasiatic (Munda) Languages**   **(4 Weeks)**

- Language families of Austroasiatic (Munda)
- The Austroasiatic versus Munda question
- Genetic and areal distribution of Austroasiatic (Munda) languages

UNIT 2: **Linguistic Features of Austroasiatic (Munda) Languages**   **(4 Weeks)**

- Language profile of all the states and census reports
- Pan Austroasiatic (Munda) linguistic features
- Linguistics features of the core Austroasiatic (Munda) families

UNIT 3: **Formal features for analysis**   **(4 Weeks)**

- Phonetic and Phonological features
- Morphological features
- Syntactic and Semantic features

UNIT 4: **Contact and convergence**   **(3 Weeks)**

- Super-stratum and sub-stratum languages
- Sadri, Kurmali as cases of convergence
- Pidgins and Creoles
- Sadri and Kurmali as Lingua Franca

Essential/ Recommended Readings

1. Anderson, Gregory (ed.). 2008. *The Munda languages*. London/New York: Routledge.
2. Bhattacharya, Tanmoy. 2017. Peopling of the Northeast: Part 3. *neScholar*, vol 3:1, 61-70.
3. Bhattacharya, Tanmoy. 2018. Pronominalisation in south Asian languages: of people and their actions. *Nepalese Linguistics*, vol. 33(1), 60-68.
4. Grierson, G.A. 1906. *Linguistic Survey of India* (Vol. 4 Munda and Dravidian Languages). Calcutta: Government Publication.
5. Jenny, Mathias and Sidwell, Paul (eds.). 2015. *The Handbook of Austroasiatic Languages* (2 vols). Leiden, Boston: Brill.
6. Jenny, Mathias; Sidwell, Paul; and Alves, Mark (eds.). 2020. *Austroasiatic syntax in areal and diachronic perspective*. Leiden and Boston: Brill.
7. Subbarao, K.V. 2012. *South Asian Languages: A Syntactic Typology*. Cambridge: Cambridge University Press.

KEYWORDS: Austroasiatic, Munda, Language contact, Census, Phonological, Morphological, Syntactic, Sadri, Kurmali**.**

SKILL BASED COURSE (SBC)

SEMESTER - II

SBC-2: The Art and Craft of Lexicography

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

SBC-2: The Art and Craft of Lexicography

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
The Art & Craft of Lexicography	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- Understand the basics of lexicology and lexicography.
- Identify the key elements of a dictionary.
- Recognize the different types of dictionaries.
- Develop skills in writing different types of dictionary entries.
- Understand the basics of FLEX (Field Linguistics Experience).

Learning Outcomes:

By participating in this course, the student will:

- Explain the importance of dictionaries.
- Identify the basic unit in dictionary making.
- Write different types of dictionary entries.
- Explain the basics of FLEX.

SYLLABUS OF SBC-2 (SEMESTER-II)

UNIT-1: **Introduction to Lexicography** **(5 Weeks)**

- Lexicology and Lexicography.
- Dictionary, Encyclopedia, and Thesaurus.
- The basic unit in dictionary making.
- Key elements of the dictionary.

UNIT-2: **Practical Aspects of Lexicography** **(5 Weeks)**

- Types of Dictionaries.
- Lexicographic Tradition in India.

UNIT-3: **Practical Aspects of Lexicography** **(5 Weeks)**

- Exercises and practice on writing different kinds of dictionary entries.
- Introduction to FLEX.

Essential/Recommended Readings

1. Benson, M. et al. (1986). *Lexicographic Description of English.* John Benjamins Publishing Company.
2. Hartmann, R.K. (ed). (1983). *Lexicography: Principles and Practice.* Academic Press.
3. Jackson, H. (1988). *Words and Their Meaning.* London & New York: Longman.
4. Katre, S.M. (1965). *Lexicography.* Madras: Annamalai University.
5. Landau, S.I. (1984). *Dictionaries: The Art and Craft of Lexicography.* Cambridge University Press (1989).
6. Singh, R.A. (1982). *An Introduction to Lexicography.* Mysore: Central Institute of Indian Languages.

Keywords: Lexicology, Lexicography, Dictionary, FLEX, and Lexicographic Tradition.