

**DISCIPLINE SPECIFIC CORE (DSC-14) COURSES****SEMESTER-VIII [MAJOR/ NON-MAJOR]****DSE-14: Research Methodology and Ethics-II****Total Credits: 04 (Credits: Theory-03, Tutorial-1)****Total Lectures: Theory-45, Tutorial-15, Practical-Nil****Duration: 15 weeks****DSC-14: Research Methodology and Ethics-II****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		
<b>DSC-14: Research Methodology and Ethics-II</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>XII</b>	<b>NIL</b>

**Learning Objectives:**

The Learning Objectives of this course are as follows:

- To understand the Research Methodology and its uses.
- The Purpose and function of research methods.
- Know different types of research methods in Arts and Humanities.
- Applications used for data collection and data analysis.
- Conduct the research with all care in order to make the process harmless. Follow the ethical conditions during data collection.

**Learning Outcomes:**

By participating in this course, the student will:

- To be able to identify the research methods used in Arts and Humanities
- To be able to apply correct research methods in formulating research questions.
- To be able to collect data and follow the ethics of research.
- Uses of software for data analysis for large data sample.

**UNIT 1: Introduction to research methodology (10 hours)**

- Types of research methodology in order to conduct smooth research.
- Different types of research methods in Arts and Humanities
- Research methods used in collecting Language data

**UNIT 2: Studies on data collection techniques (12 hours)**

- Data collection of language from native speaker in order to know the structure of language.
- Bilingual studies in language comprehension
- Bilingual studies on Language production
- Second language learning studies

**UNIT 3: Research methods on language Acquisition and learning (12 hours)**

- Qualitative, Quantitative and Mixed approach.
- Research methods for studies on language impairment
- Research methodology in language acquisition: Cross-sectional research method, longitudinal research method and diary studies

**UNIT 4: Ethical values and rules (11 hours)**

- Ethics in conducting research for Language data
- Ethical values to be followed during research on children
- Knowledge of ethics to take proper permission for data collection
- Knowledge of the process and function of ethics committee

**Essential/ Recommended Readings**

1. Ingram, David. 1989. First language acquisition, Cambridge university press.
2. Kothari, C.R. (2009). Research Methodology, New Age International
3. Creswell, W. John and Creswell, J. David. 2022(sixth edition). Research Design: Qualitative, Quantitative and Mixed method approach, Manual of the American Psychological Association Publication.

**KEYWORDS:** Research methodology, data collection, data analysis, cross-sectional, Ethics

**DISCIPLINE SPECIFIC ELECTIVE (DSE-10) COURSES****SEMESTER-VIII****DSE - 10: ADVANCED PHONETICS AND PHONOLOGY**

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

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

**Duration: 15 weeks**

## DSE-10: ADVANCED PHONETICS AND 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		
<b>DSE-10: ADVANCED PHONETICS AND PHONOLOGY</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>XII</b>	<b>NIL</b>

### Learning Objectives:

The Learning Objectives of this course are as follows:

- To understand the advanced concepts of Phonetics and Phonology.
- To become familiar with articulatory, acoustic, and auditory Phonetics.
- To understand Linear phonology.
- To develop skills for Acoustic phonetics.

### Learning Outcomes:

By participating in this course, the student will:

- Be able to demonstrate an understanding of advanced phonetic and phonological concepts.
- Be able to analyze Acoustic phonetics
- Be able to identify and describe phonological rules and rule ordering in various languages.
- Develop proficiency in applying phonological theories to real-world linguistic data.

### SYLLABUS OF DSE-10 (SEMESTER-VIII)

#### UNIT 1: An overview of Phonetics (12 hours)

- Progress of Phonetic science in the past and recent developments
- Articulatory origin, Acoustic specification, and its auditory correlates of a sound

- Phonetic Universals

## **UNIT 2: Speech Acoustics (12 hours)**

- Concepts in Acoustics
- Acoustic analysis and description of speech sounds
- Acoustic correlates of stress

## **UNIT 3: Phonology: Linear Model (11 hours)**

- Goals of Phonological Theory
- Levels of representation
- Rule formalism and Rule ordering

## **UNIT 4: Phonological rules (10 hours)**

- Underlying representations
- The alteration condition
- Principles of markedness

## **Essential Readings:**

### **Phonetics:**

1. Abramson, A.S. 1974. Phonetics: An Overview. Current trends in Linguistics. Ed by T. Sebeok. Vol.12, pp.2187-2199. The Hague: Mouton.
2. Bordon, G.A. and Harris, K.S. 1980. Speech Science primer: Physiology, acoustics, and perception of speech. State Inc.Ltd, Williams and Wilkins. Ch: 4,5,6.
3. Catford, J.C. 1977. Fundamental Problems in Phonetics. Edinburgh University Press.
4. Lieberman, P. and Blumstein, S. 1988. Speech Physiology, Speech Perception and Acoustic Phonetics. Cambridge: Cambridge University Press.
5. Stevens, K.N. 1998. Acoustic Phonetics. The MIT Press. Cambridge.

### **Phonology:**

1. Chomsky, Noam. and Halle, M. 1968. The Sound Pattern of English. New York: Harper.
2. Durand, Jacques. 1990. Generative and Non-linear Phonology. Longman.
3. Fischer Jorgensen, E. 1975. Trends in Phonological Theory. Copenhagen; Akademisk Forlag.
4. Goldsmith, J. (Ed.) 1999. Phonological Theory: The Essential Readings. Cambridge: Blackwell

5. Goldsmith, J. (Ed.) 1995. The Handbook of Phonological Theory. Cambridge: Blackwell.
6. Hyman, Larry. 1975. Phonology: theory and analysis. New York: Holt, Rinehart and Winston.
7. Jensen, John T. 2004. Principles of Generative Phonology. Amsterdam: John Benjamins.
8. Kenstowicz, M. 1994. Phonology in Generative Grammar. Cambridge. Blackwell.

**Keywords: Phonetic science, Acoustics, Universals, Phonological theory, Rule and Markedness**

**DISCIPLINE SPECIFIC ELECTIVE (DSE-11) COURSES****SEMESTER-VIII [MAJOR/ NON-MAJOR]****DSE - 11: ADVANCE MORPHOLOGY AND SYNTAX****Total Credits: 04 (Credits: Theory-03, Tutorial-1)****Total Lectures: Theory-45, Tutorial-15, Practical-Nil****Duration: 15 weeks****DSE-11: Advance Morphology and 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		
<b>DSE-11: Advance Morphology and Syntax</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>NIL</b>

**Learning Objectives:**

The Learning Objectives of this course are as follows:

- to understand topics in lexical phonology and morphology, and their inter-connections;
- to understand topics in inflectional morphology and its connection to syntax;
- to understand the need of intermediate categories;
- to become familiar with theories of case, theta, control and binding;
- to understand the phenomenon of displacement of NP and WH constituents;
- to be aware of the need of the concept of islands.

**Learning Outcomes:**

After completing this course, the students:

- should be able to see the connection between phonology and morphology;
- should be able to see the connection between inflectional morphology and syntax;
- Should be able to justify the need for intermediate categories, and correctly apply different theories like Case, Theta, Control, Bounding and Binding for analyzing sentences;
- Should be able to understand mechanism of syntactic movements and the importance

of islands.

## SYLLABUS OF DSE-11 (SEMESTER-VIII)

### UNIT 1: Introduction to Lexical Phonology and Morphology (12 hrs)

- Lexical Phonology and Morphology Models
- Primary and Secondary Affixes; Level Ordering
- Morphophonological phenomena

### UNIT 2: Introduction to Inflectional Morphology (12hrs)

- Inventory of Inflectional Morphology Types
- Morphological and Syntactic Inflection
- Inflection and Universal Grammar

### UNIT 3: Intermediate Categories and Principles of Syntax (11 hrs)

- Tests of Intermediate categories in NP, VP, IP, CP
- Principles and Parameters theory (Government & Binding)
- Case, Theta, Control and Binding theories

### UNIT 4: Movements and Islands (10 hrs)

- NP and WH movements
- Island conditions
- Barrier and Minimality

### Essential/ Recommended Readings

- Aronoff, Mark (1976). *Word formation in generative grammar*. Cambridge, MA: MIT Press.
- Aronoff, Mark, & Fudeman, Kirsten (2011). *What is morphology?* (2nd ed.). Sussex: John Wiley & Sons Ltd.
- Booij, Geert (2005). *The grammar of words*. Oxford: Oxford University Press.
- Carnie, Andrew (1999). *Sentence structure: A generative introduction*. Oxford University Press.
- Haegeman, Liliane (1994). *Introduction to government and binding theory* (2nd ed.). Blackwell.
- Katamaba, Francis, & Stonham, John (2006). *Morphology* (2nd ed.). Hampshire; New York: Palgrave MacMillan.
- Lasnik, Howard, & Uriagereka, Juan (1988). *A course in GB syntax*. MIT Press. Poole, Geoffrey (2002). *Syntactic theory*. Palgrave.

**KEYWORDS:** Morphophonology, Inflection, Principles and Parameters, Islands, Barriers, Minimality.

**DISCIPLINE SPECIFIC ELECTIVE (DSE-12) COURSES****SEMESTER-VIII****DSE - 12: SEMANTICS AND PRAGMATICS****Total Credits: 04 (Credits: Theory-3, Tutorial-1)****Total Lectures: Theory-45, Tutorial-15, Practical-Nil****Duration: 15 weeks****DSE-12: SEMANTICS AND PRAGMATICS****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		
<b>DSE-12 :Semantics and Pragmatics</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>XII</b>	<b>NIL</b>

**Learning Objectives:**

The Learning Objectives of this course are as follows:

- To understand the building blocks of meaning at the level of words and sentences
- To become familiar with the mechanisms underlying meaning composition
- To become aware of truth-conditional theories of meaning
- To understand the impact of context and speaker intention on sentence 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 distinguish sentence relations such as entailment, presupposition and implicature in their native languages
- be able to apply tools from formal logic to analyse sentence meaning in their native languages
- be able to identify the pragmatic concepts that locate sentences in their context of use

## SYLLABUS OF DSE-12 (SEMESTER-VIII)

### UNIT 1: Introduction to word meaning

(8 hours)

- Semantic description: Lexical relations, derivational relations
- Meaning and the mind: Sense, Reference, Extension, Intension, Denotation

### UNIT 2: Introduction to sentence meaning

(12 hours)

- Truth conditional semantics
- Truth Relations between sentences: Contradiction, Entailment, Presupposition
- Propositional logic and Logical connectives: And, or, if, if & only if, not

### UNIT 3: (De)composing sentence meaning

(15 hours)

- Foundations: Sets, Relations, Functions, Predicate logic
- Meaning of nominal expressions: nouns, quantifiers
- Meaning of predicate expressions: verbs, function application

### UNIT 4: Pragmatics

(10 hours)

- Meaning in Context: Inferences, Implicatures, Presupposition
- Speaker intention: Speech Act Theory

### Tutorial Activities:

Problem solving exercises for practice of tools from formal logic; literature review of primary literature in the field; research cum presentation describing and analyzing semantic and pragmatic phenomena in the native language(s) of the student.

### Essential/ Recommended Readings

4. Chierchia, Gennaro, & McConnell-Ginet, Sally. (2000). *Meaning and grammar: An Introduction to semantics* (2nd ed.). Cambridge, MA: MIT Press.
5. Lyons, John (1995). *Linguistic semantics: An introduction*. Cambridge: Cambridge University Press.
6. Saeed, John I. (2015). *Semantics* (4th ed.). Oxford: Wiley-Blackwell.
7. Partee, Barbara B; Ter Meulen, Alice G. and Robert Wall. (2012). *Mathematical methods in linguistics*. Vol. 30. Springer Science & Business Media.

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

### KEYWORDS:

Semantics, Word meaning, Sentence Meaning, Truth, Truth conditional, Formal Logic, Logical Connectives, Relations between sentences, Quantifiers, Functions, Pragmatics, Context, Intention

**DISCIPLINE SPECIFIC ELECTIVE (DSE-13) COURSES**

**SEMESTER-VIII [MAJOR/ NON-MAJOR]**

**DSE-13: ADVANCED APPLIED LINGUISTICS**

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

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

**Duration: 15 weeks**

**DSE-13: ADVANCED 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		
ADVANCED APPLIED LINGUISTICS	4	3	1	0	XII	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.

- To know the application of language acquisition and language disorder in second language learning
- To learn testing and evaluation in language learning

## **SYLLABUS OF DSE-13 (SEMESTER-VIII)**

### **UNIT 1: Introduction to second language learning**

- Descriptive vs. Prescriptive Grammar (10 hours)
- Theories of Language acquisition and learning
- Traditional teaching methods: Grammar-Translation methods, Reading methods,

### **UNIT 2: Studies on language comprehension and production (15 hours)**

- Sentence comprehension and memory
- Discourse comprehension and memory
- Language production
- Mental lexicon

### **UNIT 3: Studies on language Acquisition and learning (12 hours)**

- Studies on first language acquisition: Major studies
- Studies on language disorder: Aphasia and Dyslexia
- Research methodology in language acquisition: Cross-sectional research method, longitudinal research method and diary studies

### **UNIT 4: Language assessment (8 hours)**

- Implications of different studies for studying L-2 output, error analysis
- Evaluation and assessment process in Language Teaching
- Language testing areas: comprehension and production tests designs

### **Essential/ Recommended Readings**

8. Allison, Desmond. 1999. Language Testing and Evaluation: An Introductory Course. National University of Singapore.
9. Bell, R.T. 1981. An Introduction to applied linguistics. London: Batsford Academic and Educational Limited.
10. Cook, V. ed. 2003. Effects of the L2 on the L1. Clevedon: Multilingual Matters.
11. Dulay, H.; M. Butt and S. Krashen, 1982. Language two. Oxford University Press.
12. Gass, S.M. and J. Sachachter, ed. 1989. Linguistic perspective on second language acquisition. Cambridge University Press.
13. Grotjahn, Rüdiger & Günther Sigo, Eds. 2004. Language Testing & Evaluation. Berlin, Bern, Bruxelles, New York: Oxford; Wien.19
14. Halliday, M.A.K.. et al. 1964. The linguistic science and language teaching. London:

- Longman.
15. Kaplan, B. 2002 The Oxford handbook of applied linguistics. Oxford: Oxford University Press.
  16. Larsen-Freeman, D. 2001. Teaching Language: From Grammar to Gramming. Boston, MA: Heinle and Heinle.
  17. McGregor, W. 2009. Linguistics: An Introduction. New York: Continuum International Publishing Group Ltd.
  18. Schmitt, N. 2002. An Introduction to Applied Linguistics. London: Arnold.
  19. Stevick, R.W. 1976. Memory, meaning and method. Newbury House.
  20. Widdowson, H.G. 1978. Teaching language as communication. Oxford: Oxford University Press.
  21. Richards. J.C, and Rodgers. T.S. 2000. Approaches and methods in language teaching, Cambridge university press
  22. Ingram, David. 1989. First language acquisition, Cambridge university press.
  23. Carroll, David. 2004. Psychology of language. Thomson Wadsworth, Thomson west, USA

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

## DISCIPLINE-SPECIFIC ELECTIVE (GE-8) COURSES

### SEMESTER-VIII

#### GE-8: LANGUAGE AND CULTURE

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

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

**Duration: 15 weeks**

#### GF-8 LANGUAGE AND CULTURE

#### Credit distribution, Eligibility and prerequisites of the course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisites of the course
		Lecture	Tutorial	Practical/Practice		
Language and Culture- GE:8	4	3	1	0	XII	NIL

#### Learning Objectives:

The Learning Objectives of this course are as follows:

- To explore how language and culture interact to shape individual and societal identities.
- To examine the global significance of linguistic diversity and its cultural implications within both Indian and international contexts, fostering a sense of connection to the world.
- To stimulate intellectual curiosity and develop critical and analytical skills through an interdisciplinary approach to the study of language and culture.
- To bring awareness about India's linguistic heritage.

### Learning Outcomes

By participating in this course, the students will:

- Analyse how language shapes cultural and social identities.
- Evaluate the role of multilingualism in fostering inclusive societies.
- Critically assess the impact of language policies on cultural identity.
- be able to learn the process to revitalise the lesser-known languages.

### SYLLABUS OF GE-8 (SEMESTER-VII)

#### UNIT-I: Language and Communities (10 hours)

- Language dialects and Varieties
- Pidgins, Creoles and Codes
- Speech Communities

#### UNIT-II: Language and Culture (12 hours)

- Relation between language and culture.
- Cultural identity through language.
- Language and cultural practices.

#### UNIT-III: Language and Globalisation (12 hours)

- Impact of Globalisation on Language and Culture.
- Language contact and Cultural exchange.
- Globalisation and Language endangerment.

#### UNIT-IV: Language Endangerment and Cultural Loss (11 hours)

- Concept of Language Endangerment
- Stages of Language Endangerment.
- Preservation of Cultural Heritage.

Essential Readings

- 1. Bisang, W., Hock, H. H., Winter, W., Gippert, J., Himmelmann, N. P., & Mosel, U. (Eds.). (2006). *Essentials of language documentation*. Mouton de Gruyter.
- 2. Crystal, D. (2000). *Language death*. Cambridge University Press.
- 3. Fishman, J. A. (1999). *Language and ethnic identity*. New York: Oxford University.
- 4. Riley, P. (2007). *Language, culture and identity: An ethnolinguistic perspective*. A&C Black.
- 5. Underhill, J. W. (2012). *Ethnolinguistics and cultural concepts: Truth, love, hate and war*. Cambridge University Press.
- 6. Warnock, M. R. (2007). An introduction to sociolinguistics: Ronald Wardhaugh. *Journal of multilingual and multicultural development*, 28(5), 423-425.

**KEYWORDS:** Language, Culture, Identity, Revitalisation, Cultural Heritage Engagement, Globalisation.

DISCIPLINE-SPECIFIC ELECTIVE (GE-9) COURSES

SEMESTER-VIII

GE-9: LANGUAGE TEACHING AND TESTING

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

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

Duration: 15 weeks

GE-9: LANGUAGE TEACHING AND TESTING

Credit distribution, Eligibility and Pre-requisites of the course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisites of the course
		Lecture	Tutorial	Practical/Practice		
GE-9: LANGUAGE TEACHING AND TESTING	4	3	1	0	XII	NIL

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### Learning Objectives:

The Learning Objectives of this course are as follows:

- To understand foundational theories of language learning and teaching.
- To critically evaluate methods and materials used in language instruction.
- To be able to design effective assessment tools for language proficiency.
- To explore the role of Indian languages in language teaching as envisioned by NEP 2020.

### Learning Outcomes

By participating in this course, the students will:

- be able to understand and apply key theories of language acquisition and teaching.
- be able to design and implement effective language teaching methodologies.
- be able to create valid and reliable tools for language assessment.
- be able to analyse the role of language policy in education and national identity.

### SYLLABUS OF GE-9 (SEMESTER-VIII)

#### Unit 1: Foundations of Language Learning and Teaching (11 hours)

- Language acquisition vs learning.
- Behaviourist, Cognitive, Socio-cultural theories.
- Critical Period Hypothesis.

#### Unit 2: Methods and Approaches to Language Teaching (11 hours)

- Contrastive Analysis.
- Error analysis.
- Language Teaching Methods.

#### Unit 3: Language Testing and Assessment (11 hours)

- Approaches to Language Testing
- Types of Language Tests.
- Importance of testing and evaluation.

**Unit 4: Language Policy, National Identity**

**(12 hours)**

- Bilingualism vs Multilingualism
- Multilingualism and Language Policy
- Promotion of Indian Languages in NEP-2020.

**Essential Readings**

1. Corder, S. P. (1975). Error analysis, interlanguage and second language acquisition. *Language teaching*, 8(4), 201-218.
2. Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. Routledge.
3. McKinney, C., Makoe, P., & Zavala, V. (Eds.). (2024). *The Routledge handbook of multilingualism* (pp. xx-xlv). Routledge.
4. Mishra, K. (2018). *Language, Culture and Education: A Bharatiya Perspective*. Chennai: Vivekananda Foundation.
5. National Education Policy 2020. (2020). Ministry of Education, Government of India. <https://www.education.gov.in/en/nep-2020>
6. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press.
7. Shukla, R. (2020). *Reclaiming Language: National Identity and Education in India*. New Delhi: Samskriti Publishers.

**KEYWORDS:** Acquisition, Teaching, Learning, Language Testing, Bilingualism, Multilingualism, NEP-2020.