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**DEPARTMENT OF LINGUISTICS**  
**SEMESTER – IV-V**

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**DEPARTMENT OF LINGUISTICS**  
**DISCIPLINE SPECIFIC CORE (DSC-7) COURSES**  
**SEMESTER-IV [MAJOR/ NON-MAJOR]**  
**DSC - 7: LANGUAGE IMPAIRMENT**  
**Total Credits: 04 (Credits: Theory-03, Tutorial-1)**  
**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		
Language Impairment	4	3	1	0	Class XII	NIL

**Learning Objectives:**

The Learning Objectives of this course are as follows:

- To make learners become aware of different categories of language disorders arising from specific developments affecting the brain
- To make learners become aware of language disorders across distinct populations including: monolinguals vs. multilinguals; adults vs. children; spoken language vs sign language users

**Learning Outcomes:** The learning outcomes include:

- Learners will have broad knowledge regarding language in the brain
- Learners will be able to identify various language disorders based on their characteristics
- Learners will be equipped to analyse the nature of language impairment in novel data

**SYLLABUS OF DSC-7 (SEMESTER-IV)**

**UNIT 1: Language and Brain**

**12 Hours (4 Weeks)**

- Acquisition of a First Language: Critical Period Hypothesis and Early/Late Language Acquisition
- Acquisition of a Second Language: Age of Acquisition, Bilingualism, Multilingualism
- Experimental evidence for brain organization for language

**UNIT 2: Various kinds of language disorders****18 Hours (6 Weeks)**

- Children: Developmental Language Disorder, Specific Language Impairment, Dyslexia
- Adults: Wernicke's Aphasia, Broca's Aphasia, Global Aphasia

**UNIT 3: Analysis of impaired speech****15 Hours (5 Weeks)**

- Analyzing Form, Syntax and Meaning
- Comparison of impairments in spoken languages and sign languages
- Case studies of speech impairments: from Indian and foreign languages

**Essential/recommended readings**

1. Traxler, Matthew J. (2012). *Introduction to Psycholinguistics: Understanding language science*. Wiley-Blackwell. Bickerton,
2. Carroll, David W. (1994). *Psychology of language*. California: Brooks/Cole Publishing Company.
3. Caplan, David (1987). *Neurolinguistics and linguistic aphasiology*. Cambridge: Cambridge University Press.
4. Caplan, David, Lecours, Andre Roch, & Smith, Alan (Eds.). (1984). *Biological perspectives on language*. Cambridge, Massachusetts: MIT Press.
5. Friederici, A. D. (2017). *Language in Our Brain: The Origins of a Uniquely Human Capacity*. United States: MIT Press.
6. Bose, Arpita; Lori Buchanan. (2007). A cognitive and psycholinguistic investigation of neologisms, *Aphasiology*, 21:6-8, 726-738, DOI: 10.1080/02687030701192315
7. Bishop, Dorothy V.M. (2017). Why is it so hard to reach agreement on terminology? The case of developmental language disorder (DLD). *International Journal of Language & Communication Disorders*, 52: 671-680. <https://doi.org/10.1111/1460-6984.12335>

**KEYWORDS:** Brain, Bilingualism, Language disorders, Dyslexia, Aphasia

## DISCIPLINE SPECIFIC CORE COURSES

### SEMESTER-IV [MAJOR]

#### DSC - 8: SIGN LINGUISTICS

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

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	Class XII	NIL

#### Learning Objectives:

- To make students appreciate that Sign Languages are natural languages like spoken languages.
- To make students become aware of the history of sign languages of the world.
- To make students become familiar with Deaf rights.
- To make students familiarise themselves with the basic features of signs of Indian 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 Indian Sign Language (ISL).
- to analyse the basic features of signs of ISL.

#### SYLLABUS OF DSC-8 (SEMESTER-IV)

##### UNIT 1: Status of sign languages

12 Hours (4 Weeks)

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

## UNIT 2: Indian Sign Language (ISL): Past and Present

12 Hours (4 Weeks)

- Pre-19<sup>th</sup> century history of sign language in India
- 19<sup>th</sup> century history of sign language in India
- Deaf schools and the status of sign language in India

## UNIT 3: Parts of Speech in Spoken and Indian Sign language

9 Hours (3 Weeks)

- Word classes
- Word classes in ISL

## UNIT 4: Basic features of Signs

12 Hours (4 Weeks)

- Parts of a sign
- Iconicity
- Minimal pairs and phonemes

### Essential/recommended readings

1. Zeeshan, Ulrike and AYJNIHH. 2001, 2002. *Basic and Advanced Course in Indian Sign Language* (Video). AYJNIHH: Delhi.
2. Zeeshan, Ulrike and AYJNIHH. 2001, 2002. *Workbooks for Basic and Advanced Course in Indian Sign Language*. AYJNIHH: Delhi.
3. Ramakrishna Mission Vidyalaya. 2001. *Indian Sign Language Dictionary*. Coimbatore: Sri Ramakrishna Mission Vidyalaya Printing Press.
4. Vasishta, Madan, James Woodward and Susan DeSantis. 1950. *An Introduction to Indian Sign Language*. New Delhi: All India Federation of the Deaf.

**KEYWORDS:** Signs, Deaf Studies, Finger spelling, Greetings.

**DEPARTMENT OF LINGUISTICS**

**DISCIPLINE SPECIFIC CORE COURSES**

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

**DSC - 9: LANGUAGE, HISTORY AND CHANGE**

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

**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		
Language, History and Change	4	3	1	0	Class XII	NIL

**Learning Objectives:**

Learning objectives of this course are as follows:

- to introduce students to the idea that languages evolve over time
- to be aware that languages undergo various changes
- to teach the fundamentals of how to study language change with the help of earlier written records using the Comparative Method

**Learning outcomes:**

By participating in this course, the student will develop:

- the ability to identify cases of language change
- to recognise the influence if one language (or group) over another
- the skill to analyse language contact and mixed forms

**SYLLABUS OF DSC-9 (SEMESTER-V)**

**UNIT 1: Origin of Language**

**9 Hours (3 weeks)**

- Writing and history
- Language evolution
- Language change
- Reasons and manners of languages change

**UNIT 2: How are languages of the world related?**

**12 Hours (4 weeks)**

- World's language families

- Language families in India
- Language isolates

**UNIT 3: Evidence for genetic similarities through lexical comparisons**

**12 Hours (4 weeks)**

- The Indo-European language family
- Language families in India
- Types of language change

**UNIT 4: Language contact and borrowings**

**12 Hours (4 weeks)**

- Sanskrit words in Indian languages and semantic shifts
- Munda/ Dravidian words in Sanskrit
- Words borrowed across continents
- Non-Indo Aryan words in Indo-Aryan languages
- Pidgins and Creoles

**Essential/ Recommended Readings**

1. Campbell, Lyle (1999). Historical linguistics: An introduction. Cambridge, Massachusetts: MIT Press.
2. Cardona, George, & Jain, Dhanesh (2003). General introduction. In George Cardona & Dhanesh Jain, (Eds.), The Indo Aryan languages. New York: Routledge.
3. Crowley, Terry, & Bowern, Claire (2010). An introduction to historical linguistics. New York: Oxford University Press.
4. Crystal, David (2006). How language works. Victoria: Penguin Books.
5. Kachru, Braj B., Kachru, Yamuna, & Sridhar, S.N. (Eds.). (2008). Language in South Asia. New York: Cambridge University Press.

**KEYWORDS:** Language change, Language family, Language contact, Pidgin, Creole.

## DISCIPLINE SPECIFIC CORE COURSES

### SEMESTER-V [MAJOR]

#### DSC-10: LINGUISTIC TRADITION AND HISTORICAL 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		
Linguistic tradition and Historical Linguistics	4	3	1	0	Class XII	NIL

##### Learning Objectives:

Learning objectives of this course are as follows:

- to make students learn the concept of genetic relationship among languages, the idea of language family, similarities due to contact
- to understand language change
- to make use of comparative method to construct the past

##### Learning outcomes:

After participating the course, the students are:

- able to recognise languages of different families in India
- able to reconstruct proto-forms by using different methods
- able to use the grammatical rules given by Indian grammarians

##### SYLLABUS OF DSC-10 (SEMESTER-V)

###### UNIT 1: Western encounters with Sanskrit

**12 Hours (4 weeks)**

- 18<sup>th</sup> century pioneers
- Indology in British India
- Books, dictionaries and annotations

###### UNIT 2: Language families of India

**12 Hours (4 weeks)**

- 4 major language families of India
- Language families during Middle Indo-Aryan period
- Andamanese and Tai-Kadai as other two families

###### UNIT 3: Historical linguistics

**12 Hours (4 weeks)**

- Language change and types



- Grimm's Law

UNIT 4: Historical Linguistics Methods

9 Hours (3 weeks)

- Comparative method
- Internal reconstruction method

**Essential/ Recommended Readings**

1. Aitchison, Jean (1981/2001). *Language Change: Progress or Decay?* Cambridge: Cambridge University Press.
2. Bynon, Theodora (1977/2012). *Historical Linguistics*. Cambridge: Cambridge University Press.
3. Trask, R. L., and Robert McColl Millar (2013). *Trask's Historical Linguistics*, revised edition. New York: Routledge.

**KEYWORDS:** Indology, Middle Indo-Aryan, Andamanese, Tai-Kadai, Grimm's Law, Reconstruction

## DISCIPLINE SPECIFIC ELECTIVE (DSE-1) COURSES

### SEMESTER-V [MAJOR/ NON-MAJOR]

#### DSE - 1: INTRODUCTION TO INDIAN GRAMMATICAL TRADITIONS

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

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		
Introduction to Indian Grammatical Tradition	4	3	1	0	Class XII	NIL

#### Learning Objectives:

The learning objectives of the course are as follows:

- to introduce students to the linguistic tradition of India
- to make students become aware of the different parts of languages that were studied in ancient India
- to make students become aware of the Karaka theory

#### Learning outcomes:

After participating in the course, the students are able to:

- appreciate the Indian grammatical tradition
- use grammatical rules to analyse parts of Sanskrit texts
- make correct use of different grammatical rules of Sanskrit

#### SYLLABUS OF DSE-1 (SEMESTER-V)

##### UNIT 1: Language & Linguistics

9 Hours (3 Weeks)

- The importance of grammar in India
- Grammatical study before Pa:nini
- Pa:nini, Ka:tyayana, Patanjali and Bhartrihari

##### UNIT 2: Phonetics & Phonology

12 Hours (4 Weeks)

- Siva Sutras (Pratya:ha:ra)

- Sthana (place of articulation)
- Karana (articulator)
- Prayatna (manner of articulation)

### UNIT 3: Morphology

**12 Hours (4 Weeks)**

- Padam (word)
- Subantam (noun) and tiñantam(verb)
- Yaska's classification of Words

### UNIT 4: Case theory

**12 Hours (4 Weeks)**

- Ka:raka: and Vibhakti
- Six ka:rakas - Apa:da:nam, Samprada:nam, Karanam, Adhikaranan, Karma, Karta.

### Essential/ Recommended Readings

1. Namboodri, E.V.N. 2016. *Origin and Development of Modern Linguistics*. Crescent Publishing Corporation.
2. Prakasam,V.(ed.). 2008. *Encyclopaedia of Linguistic Sciences*. Allied Publishers. (Ch:V).
3. Sharma, Ramesh Chand (ed.). 1995. *Indian Theory of Knowledge and Language*. Bahri Publication, Delhi.
4. Subrahmanyam, Korada. 2008. *Theories of Language: Oriental and Occidental*. D.K. Publishers, Delhi.
5. Subrahmanyam, P.S. 2011. *Pa:ninian Linguistics*. Rashtriya Sanskrit Vidyapeetha, Tirupathi. (ch. 1,3,8.)

**KEYWORDS:** Panini, Bhratrihari, Siva Sutras, Yaska, Karaka

## DISCIPLINE SPECIFIC ELECTIVE (DSE-2) COURSES

### SEMESTER-V [MAJOR/ NON-MAJOR]

#### DSE - 2: INTRODUCTION TO INDIAN SIGN LANGUAGE

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

**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		
Introduction to Indian Sign language	4	3	1	0	Class XII	NIL

#### Learning Objectives

- To make students appreciate that Sign Language as a visual medium.
- To make students become aware of basic communication skills in a sign language.
- To make students familiarise themselves with the basic signs of Indian Sign Language.

#### Learning outcomes

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

- to engage in basic communication through sign language.
- to make basic signs of Indian Sign Language (ISL).

#### SYLLABUS OF DSE-2 (SEMESTER-V)

##### UNIT I: Sign language

**15 Hours (5 weeks)**

- Sign language as a visual language
- Common stereotypes of sign language
- Basic components of sign language

##### UNIT 2: Basic Communication skills in Sign Language

**15 Hours (5 weeks)**

- Introduction
- Emotions, feelings, colours and shapes
- Dialogues

### UNIT 3: Basic signs in ISL

15 Hours (5 weeks)

- Greetings
- Non-manual marking and facial expressions
- Use of space
- Finger spelling

#### Essential/recommended readings

1. Zeeshan, Ulrike and AYJNIHH. 2001, 2002. *Basic and Advanced Course in Indian Sign Language* (Video). AYJNIHH: Delhi.
2. Zeeshan, Ulrike and AYJNIHH. 2001, 2002. *Workbooks for Basic and Advanced Course in Indian Sign Language*. AYJNIHH: Delhi.
3. Ramakrishna Mission Vidyalaya. 2001. *Indian Sign Language Dictionary*. Coimbatore: Sri Ramakrishna Mission Vidyalaya Printing Press.

**KEYWORDS:** Signs, Stereotypes, Dialogues, Space, Finger Spelling

## DISCIPLINE SPECIFIC ELECTIVE (DSE-3) COURSES

### SEMESTER-V [MAJOR/ NON-MAJOR]

#### DSE - 3: GENDER AND LANGUAGE

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

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		
Language and Gender	4	3	1	0	Class XII	NIL

#### Learning Objectives

Learning Objectives of the course are as follows:

- to make students become aware of the connection between gender, language and power
- to make students understand women's and men's languages (genderlects)
- to make students sensitive towards gender imbalance in media discourse
- to make students understand the connection between gender and linguistics

#### Learning Outcomes

By participating in this course, the student will develop:

- the ability to see the connection between gender and language
- the ability to recognise women's and men's talks
- sensitivity towards evaluating gender imbalances in media discourse
- the skill to analyse the linguistic aspects of gender

#### SYLLABUS OF DSE-3 (SEMESTER-V)

##### UNIT 1: Gender and Language connection

12 Hours (4 weeks)

- Language, gender and power
- Social inequality
- Feminist discourse

##### UNIT 2: Gender in Linguistic forms

12 Hours (4 weeks)

- Genderlects
- Cross-cultural differences
- Pronunciation, vocabulary and Syntax

**UNIT 3: Gender and Media**

**9 Hours (3 weeks)**

- Gender, language and media
- Discourse structure and gender

**UNIT 4: Gender and Linguistics**

**12 Hours (4 weeks)**

- Sociolinguistic studies of gender
- Linguistic studies of gender
- Psycholinguistic studies of gender

**Essential/ Recommended Readings**

1. Tannen, Deborah (1990). *You just don't understand: Women and men in conversation*. New York: Harper Collins.
2. Tannen, Deborah (1996). *Gender And Discourse*. Oxford, England: Oxford University Press.
3. Coates, Jennifer (1993). *Women, Men and language*. London: Longman.

**KEYWORDS:** Feminist discourse, Genderlects, Gender bias, Discourse structure.