दिल्ली विश्वविद्यालय
University of Delhi

परिषद शाखा - II, कमरा नं: 211, नया प्रशासनिक खंड, दिल्ली विश्वविद्यालय, दिल्ली-110007, दूरभाष: 011-27001156/54
Council Branch - II, Room No. 211, New Administrative Block, University of Delhi, Delhi – 110007, Ph: 27001156/54

CNC-II/093/1/EC-1282/26/3(iii-b)
Dated: 10.08.2026

NOTIFICATION

Sub: Amendment to Ordinance V

(ECR 4-1-3/ dated 29.04.2026)

Following addition be made to Annexure-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

The syllabi of following Department under the Faculty of Arts based on Postgraduate Curriculum Framework 2024 are notified herewith for the information of all concerned:

DEPARTMENT	SYLLABI
Linguistics	Two-year M.A. Linguistics for semester III-IV / Advanced Diploma in M.A Linguistics - **Annexure-1**

11/8/26
REGISTRAR

UNIVERSITY OF DELHI

DEPARTMENT OF LINGUISTICS

TWO-YEAR M.A./ ADVANCED DIPLOMA M.A. (LINGUISTICS)
PROGRAMME
(Effective from Academic Year 2026-27)

Second Year of Two-Year M.A. / Advanced Diploma in Applied Linguistics
M.A.(Linguistics) Programme

Semester-III and Semester-IV

AS PER PGCF BASED ON NEP-2020

Curricular Structures of Second Year of Two-year M.A./Advanced Diploma in Applied Linguistics (3+2)
Or
One-year M.A. Programme after completion of Four-Year UG Programme (4+1)

विभागाध्यक्ष / Head
भाषा विज्ञान विभाग / Department of Linguistics
दिल्ली विश्वविद्यालय / University of Delhi
दिल्ली–110007 / Delhi-110007

Following changes are notified in the current document:

1. Change in page numbers due to inclusion of Coursework + Research track

S.N.	BEFORE	AFTER
	nil	page 5: Structure 1 (Level 6.5): PG Curricular Structure with only coursework (TABLE) & Structure 2 (Level 6.5): PG Curricular Structure with Coursework & Research (TABLE)
	nil	page 6: A. Outcomes expected of Dissertation writing track in the 2nd Year of PG Programmes Semester-III & Semester-IV B. Expected outcomes of Academic Projects in the 2nd Year of PG Programmes Semester-III & Semester-IV
	page 2: Semester wise Details of Second year of Two-Year M.A./Advanced Diploma in Applied Linguistics (Linguistics Programme) (TABLE) Semester-III	page 7: Semester-wise details of courses for Structure 1 (Level 6.5): PG Curricular Structure with coursework only (TABLE) Semester-III
	page 3: Semester-IV (TABLE)	page 8: Semester-wise details of courses for Structure 1 (Level 6.5): PG Curricular Structure with coursework only (TABLE) Semester-IV
	nil	Page 9: Semester-wise course distribution of Structure 2 (Level 6.5): PG Curricular Structure with coursework + Research Semester-III (TABLE)
	nil	page 10: Semester-wise course distribution of Structure 2 (Level 6.5): PG Curricular Structure with coursework + Research Semester-IV (TABLE)
	pages 4-69 (detailed course syllabus)	pages 11-57 (detailed course syllabus) NO CHANGES

2. Typos in numbering of DSC/ DSE/ GE/ SBC papers corrected

SEMESTER - III

BEFORE

Course number	Course title
21.	Historical Linguistics
22.	Sentence Processing
Pool of DSE courses (any two)	
23.	Cognitive Linguistics
24.	Typology
25.	Advanced Phonology
26.	Advanced Morphology
27.	Advanced Syntax
28.	Advanced Semantics
29.	First Language Acquisition
30.	Field Linguistics
31.	Advanced Sociolinguistics
Pool of GE courses (any one)	
32.	Mixed Languages
33.	Language Teaching and Testing
Skill Based Course (any one)	
34.	Software for Linguistics (Latex)
35.	Introduction to FLEx software

AFTER

Course number	Course title
DSC courses	
DSC-7	Historical Linguistics
DSC-8	Sentence Processing
Pool of DSE courses (any two)	
DSE-8	Cognitive Linguistics
DSE-9	Typology
DSE-10	Advanced Phonology
DSE-11	Advanced Morphology
DSE-12	Advanced Syntax
DSE-13	Advanced Semantics
DSE-14	First Language Acquisition
DSE-15	Field Linguistics
DSE-16	Advanced Sociolinguistics
Pool of GE courses (any one)	
GE-6	Mixed Languages
GE-7	Language Teaching and Testing
Skill Based Course (any one)	
SBC-3	Software for Linguistics (Latex)
SBC-4	Introduction to FLEx software



SEMESTER - IV

BEFORE

36.	Multilingualism
37.	Neurolinguistics
Pool of DSE courses (any two)	
38.	Syntax Seminar
39.	Semantics Seminar
40.	Cognitive Linguistics Seminar
41.	Sentence Processing Seminar
42.	Historical Linguistics Seminar
43.	Paninian Linguistics
Pool of GE courses (any one)	
44.	Language Documentation
45.	Pragmatics
Skill Based Course	
46.	Linguistic Translation

AFTER

DSC-9	Multilingualism
DSC-10	Neurolinguistics
Pool of DSE courses (any two)	
DSE-17	Syntax Seminar
DSE-18	Semantics Seminar
DSE-19	Cognitive Linguistics Seminar
DSE-20	Sentence Processing Seminar
DSE-21	Historical Linguistics Seminar
DSE-22	Paninian Linguistics
Pool of GE courses (any one)	
GE-8	Language Documentation
GE-9	Pragmatics
Skill Based Course	
SBC-5	Linguistic Translation

3. Typos in SBC credit distribution corrected

BEFORE

S.N.	Course Title	Credit	Total credit	type of course	Semester
34.	Software for Linguistics (Latex)	1+0+1	2	SBC	III
35.	Introduction to FLEx software	1+0+1	2	SBC	III
46.	Linguistic Translation	1+0+1	2	SBC	IV

AFTER

Course Numb.	Title	credit	total	type of course	Semester
SBC-3	Software for Linguistics (Latex)	1+1+0	2	SBC	III
SBC-4	Introduction to FLEx software	1+1+0	2	SBC	III
SBC-5	Linguistic Translation	1+1+0	2	SBC	IV

Structure 1 (Level 6.5): PG Curricular Structure with only coursework

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	**DSC - 7** **DSC - 8** **(8 credits)**	**Three DSEs** OR **Two DSEs & One GE** **(12 credits)**	**Skill-based course/ workshop/ Specialised laboratory/ Internship/ Apprenticeship/ Hands on Learning** **(2 credits)**	Nil	**22**
Semester- IV	**DSC – 8** **DSC – 9** **(8 credits)**	**Three DSEs** OR **Two DSEs & One GE** **(12 credits)**	**Skill-based course/ workshop/Specialised laboratory/Internship/ Apprenticeship/ Hands on Learning** **(2 credits)**	Nil	**22**

Structure 2 (Level 6.5): PG Curricular Structure with Coursework & Research

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	**DSC - 7** **DSC - 8** **(8 credits)**	**Two DSEs** **or** **One DSE &** ***One GE** **(8 credits)**	Nil	See detailed outcomes below **(6 credits)**	**22**
Semester- IV	**DSC - 8** **DSC - 9** **(8 credits)**	**Two DSEs** **OR** **One DSE &** **One GE** ***(8 credits)**	Nil	See detailed outcomes below **(6 credits)**	**22**

* For those opting for the 'Entrepreneurship' track, one GE related to Entrepreneurship should be studied in each of the III and IV Semesters. For those who opt for writing a Dissertation or Academic Projects, they may opt for any GE of their choice or study only the DSEs.

NOTE: *The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and* ***not a repetition of work done in the 4th Year of the UG programme.*** *It may be an extension though of the work done in the 4th Year of UG programme.*

A. Outcomes expected of Dissertation writing track in the 2nd Year of PG Programmes

Semester III

The following **four** outcomes must be achieved by the end of III Semester:

I. Research Problem identification
II. Review of literature
III. Research design formulation
IV. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following **three** outcomes must be achieved by the end of IV Semester:

I. Completion of experimentation/ fieldwork
II. Submission of dissertation
III. Research output in the form of **any one** of the following:

- Prototype or product development/ patent
- Any other scholastic work as recommended by the BRS and approved by the Research Council
- Publication in reputed journals such as Scopus indexed journals or other similar quality journals
- Book or Book Chapter in a publication by a reputed publisher

B. Expected outcomes of Academic Projects in the 2nd Year of PG Programmes

Semester III

The following **four** outcomes must be achieved by the end of III Semester:

I. Research Problem identification
II. Review of literature
III. Research design formulation
IV. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following three outcomes must be achieved by the end of IV Semester:

I. Completion of the experimentation, fieldwork or similar task
II. Submission of project report
III. Research output in the form of **any one** of the following:

- Prototype or product development or patent
- Any other scholastic work as recommended by the BRS and approved by the Research Council
- Publication in reputed journals such as Scopus-indexed journals or other similar quality journals
- Draft policy formulation and submission to the concerned Ministry
- Book or Book Chapter in a publication by a reputed publisher

Semester-wise details of courses for M.A. (Linguistics) programme

Structure 1 (Level 6.5): PG Curricular Structure with coursework only

Semester III (22 Credits)

2 (DSC) x 4 (credit) = 8 credits;
3 (DSE) or 2 (DSE) + 1 GE x 4 credit = 12 credits
1 (Skill-based course) x 2 = 2

S.N.	Title of the Course	Credit Hrs/Week	No. of Credits	Type of course
DSC courses				
21.	Historical Linguistics	3+1	4	DSC
22.	Sentence Processing	3+1	4	DSC
	Pool of DSE courses (any two)			
23.	Cognitive Linguistics	3+1	4	DSE
24.	Typology	3+1	4	DSE
25.	Advanced Phonology	3+1	4	DSE
26.	Advanced Morphology	3+1	4	DSE
27.	Advanced Syntax	3+1	4	DSE
28.	Advanced Semantics	3+1	4	DSE
29.	First Language Acquisition	3+1	4	DSE
30.	Field Linguistics	3+1	4	DSE
31.	Advanced Sociolinguistics	3+1	4	DSE
Pool of GE courses (any one)				
32.	Mixed Languages	3+1	4	GE
33.	Language Teaching and Testing	3+1	4	GE
Skill Based Course (any one)				
34.	Software for Linguistics (Latex)	1+1	2	SBC
35.	Introduction to FLEx software	1+1	2	SBC
	Total		**22**	

Semester-IV (22 Credits)

2 (DSC) x 4 (credit) = 8 credits;
3 (DSE) or 2 (DSE) + 1 GE x 4 credit = 12 credits
1 (Skill-based course) x 2 = 2

S.No.	Title of the Course	Credit Hrs/Week	No. of Credits	Course Type
36.	Multilingualism	3+1	4	DSC
37.	Neurolinguistics	3+1	4	DSC
	Pool of DSE courses (any two)			
38.	Syntax Seminar	3+1	4	DSE
39.	Semantics Seminar	3+1	4	DSE
40.	Cognitive Linguistics Seminar	3+1	4	DSE
41.	Sentence Processing Seminar	3+1	4	DSE
42.	Historical Linguistics Seminar	3+1	4	DSE
43.	Paninian Linguistics	3+1	4	DSE
	Pool of GE courses (any one)			
44.	Language Documentation	3+1	4	GE
45.	Pragmatics	3+1	4	GE
Skill Based Course				
46.	Linguistic Translation	1+1	2	SBC
	Total		**22**	

Structure 2 (Level 6.5): PG Curricular Structure with coursework + Research

Semester III (22 Credits)

2(DSC) x (credit) = 8 credits;
2 (DSE) or 1 DSE + 1 GE x 4 credit = 8 credits
Dissertation/Academic Project: 6 credits

S.N.	Title of the Course	Credit Hrs/Week	No. of Credits	Type of course
DSC courses				
21.	Historical Linguistics	3+1	4	DSC
22.	Sentence Processing	3+1	4	DSC
	Pool of DSE courses (any two)			
23.	Cognitive Linguistics	3+1	4	DSE
24.	Typology	3+1	4	DSE
25.	Advanced Phonology	3+1	4	DSE
26.	Advanced Morphology	3+1	4	DSE
27.	Advanced Syntax	3+1	4	DSE
28.	Advanced Semantics	3+1	4	DSE
29.	First Language Acquisition	3+1	4	DSE
30.	Field Linguistics	3+1	4	DSE
31.	Advanced Sociolinguistics	3+1	4	DSE
Pool of GE courses (any one)				
32.	Mixed Languages	3+1	4	GE
33.	Language Teaching and Testing	3+1	4	GE

Dissertation/Academic Project: As Per University Guidelines

Semester IV (22 Credits)

2(DSC) x (credit) =8 credits;
2 (DSE) or 1 DSE + 1 GE x 4 credit =8 credits
Dissertation/Academic Project: 6 credits

S.No.	Title of the Course	Credit Hrs/Week	No. of Credits	Course Type
36.	Multilingualism	3+1	4	DSC
37.	Neurolinguistics	3+1	4	DSC
	Pool of DSE courses (any two)			
38.	Syntax Seminar	3+1	4	DSE
39.	Semantics Seminar	3+1	4	DSE
40.	Cognitive Linguistics Seminar	3+1	4	DSE
41.	Sentence Processing Seminar	3+1	4	DSE
42.	Historical Linguistics Seminar	3+1	4	DSE
43.	Paninian Linguistics	3+1	4	DSE
	Pool of GE courses (any one)			
44.	Language Documentation	3+1	4	GE
45.	Pragmatics	3+1	4	GE

Dissertation/Academic Project: As Per University Guidelines



DISCIPLINE SPECIFIC CORE (DSC) COURSES
SEMESTER-III
DSC-7: Historical Linguistics
Total Credits: 04 (Credits: Theory-03, Tutorial-1)
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSC-7: 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		
Historical Linguistics DSC-7	4	3	1	0	Graduation	NIL

Learning Objectives:

This course provides:
- An understanding of how and why languages change over time.
- Training in identifying and analysing patterns of historical development.
- Knowledge of reconstruction techniques and comparative methodologies.
- Insight into social, cultural, and linguistic factors influencing language evolution.

Learning Outcomes:

By the end of this course, the student will:
- Understand core concepts in sound change, analogy, and grammatical change.
- Be able to apply the comparative method to linguistic data.
- Recognize the relationship between languages and classify them into families.
- Analyse and solve problems in historical linguistics.

Syllabus of DSC- 7: Historical Linguistics (Semester-III)

UNIT–I: Introduction to Historical Linguistics (12 hours)
- Nature and scope of Historical Linguistics.
- Regularity of sound change and types of change (phonological, morphological, lexical).
- Concepts: analogy, borrowing, semantic change.
- Overview of internal vs. external factors in language change.

UNIT–II: The Comparative Method and Reconstruction (09 hours)
- Principles of the comparative method.
- Cognates: identification and establishment.
- Sound correspondences and reconstruction of proto-forms.
- Limitations and challenges of reconstruction.

UNIT–III: Language Families and Classification (15 hours)
- Genetic vs. typological classification.
- Major language families (Indo-European, Dravidian, Sino-Tibetan, etc.).
- Subgrouping methods and tree models.
- Wave theory and contact-induced change in classification.

UNIT–IV: Historical Change in Linguistic Structure **(9 hours)**

- Morphological change: grammaticalization, reanalysis, analogy.
- Syntactic change: word order shift, loss and emergence of constructions.
- Lexical and semantic change: narrowing, widening, metaphor, metonymy.
- Case studies from classical, medieval, and modern language data.

Essential Readings:

Campbell, L. (2013). *Historical Linguistics: An Introduction*. MIT Press.
Crowley, T. (1992). *An Introduction to Historical Linguistics*. Oxford University Press.
Trask, R. L. (1996). *Historical Linguistics*. Arnold.
Bynon, T. (1977). *Historical Linguistics*. Cambridge University Press.
Hock, H. H. & Joseph, B. D. (2009). *A Course in Historical Linguistics*. Mouton de Gruyter.
Lass, R. (1997). *Historical Linguistics and Language Change*. Cambridge University Press.

KEYWORDS: Word etymology, sound change, Typological classification, Language change etc.

Tutorial:

Data Collection in historical linguistics.
Analysing sound changes.
Reconstruction exercises

DISCIPLINE SPECIFIC CORE (DSC) COURSES
SEMESTER-III
DSC-8: SENTENCE PROCESSING
Total Credits: 04 (Credits: Theory-03, Tutorial-1)
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSC-8: SENTENCE PROCESSING

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		
Sentence Processing DSC-8	4	3	1	0	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To become familiar with the empirical and theoretical foundations of sentence processing
- To understand the nuances of the question of how knowledge of language is deployed by users of a language in real time in comprehension and production
- To examine the interaction between grammar and the parser cross-linguistically
- To develop an understanding of experimental and analytical techniques used in the field of sentence processing

Learning Outcomes:

By participating in this course, the student will:

- be able to identify the different characteristics of incremental sentence processing across a variety of linguistic structures
- be able to understand key aspects of models of sentence production and comprehension
- be able to understand and critically evaluate primary scientific literature in the field
- be able to design novel experimental studies to evaluate existing theories in the field

SYLLABUS OF DSC- 8 (Sentence Processing) (SEMESTER-III)

Unit I. Introduction to Sentence Processing **(12 hrs)**

- Incremental Parsing of Sentences: the role of syntax and semantics
- Parsing ambiguous structures: garden-path structures, ambiguous structures, reanalysis
- Parsing complex structures: long-distance dependencies, relative clauses

Unit II. Themes in Sentence Processing **(15 hrs)**

- Serial Processing vs. Parallel Processing
- Bottom-up/Input-Driven Processing vs. Top-down/Predictive Processing
- The Grammar-Parser interface and the Role of Working Memory

Unit III. Language Production vs. Language Comprehension **(9 hrs)**

- Modelling Language Comprehension
- Modelling Language Production

Unit III. Experiment Design and Analysis **(9 hrs)**

- Introduction to Experiment design and Hypothesis testing
- Introduction to data visualization and analysis

Suggested Readings

Van Gompel, R. P. (Ed.). (2013). *Sentence processing*. Psychology Press.

Traxler, M., & Gernsbacher, M. A. (Eds.). (2011). *Handbook of psycholinguistics*. Elsevier.

Ferreira, F. (2024). *Psycholinguistics: A very short introduction*. Oxford University Press.

Sedivy, J. (2019). *Language in Mind: An Introduction to Psycholinguistics*. United Kingdom: Oxford University Press.

Traxler, M. (2012). *Introduction to psycholinguistics: Understanding language science*. Malden, MA: Wiley-Blackwell.

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

KEYWORDS:
Sentence Processing, Parsing, Incrementality, Comprehension, Production, Grammar-Parser interface, Garden-path, Ambiguity, Reanalysis, Complexity, Serial Processing, Parallel Processing, Top-down Processing, Bottom-up Processing, Memory, Experiment design, Hypothesis testing.

Tutorials (15 hrs)

The following activities will be done as part of the tutorials:

- Literature review
- Practice Exercises for Experiment design
- Practice Exercises for Data visualization and analysis

DISCIPLINE-SPECIFIC ELECTIVE (DSE) COURSES
SEMESTER-III
DSE - 8: Cognitive Linguistics: Mind, Meaning, and Language
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSE-8: Cognitive Linguistics: Mind, Meaning, and 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		
Cognitive Linguistics: Mind, Meaning, and Language DSE-8	4	3	1	0	Graduation Degree	NIL

Course Description

This course provides an introduction to the fundamental concepts of Cognitive Science from a language and linguistics perspective, an approach that views language as embedded within general human cognitive capacities. It explores how linguistic structures reflect patterns of perception, categorisation, attention, memory, decision-making, emotion, and other executive functions.

The course situates cognitive linguistics within the broader context of cognitive science and highlights its interdisciplinary contributions to anthropology, psychology, philosophy, History, AI, neuroscience, and linguistics. Designed for students from multiple disciplines, it equips learners with foundational knowledge of how language is shaped by cognition and how cognitive processes can be studied through language.

Learning Objectives

The course aims to:

- Introduce the evolution of cognitive science and the emergence of cognitive linguistics
- Explain how language is grounded in perceptual, motoric, and conceptual systems
- Familiarise students with key cognitive mechanisms such as metaphor, categorisation, attention, memory, and consciousness
- Explore how cognitive processes influence linguistic structures, behaviour, and meaning
- Highlight interdisciplinary perspectives on language, including affective, social, and cross-cultural cognition
- Encourage students to analytically connect cognitive mechanisms with linguistic phenomena

Learning Outcomes

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

- Understand how cognitive processes shape language use in individuals, communities, and society.
- Analyse linguistic behaviour using cognitive frameworks to interpret communication and cultural patterns.

- Apply cognitive-linguistic insights to education, translation, technology, and evidence-based language policy.
- Critically evaluate how language influences thought, identity, and social decision-making.

SYLLABUS OF DSC- 8 (COGNITIVE LINGUISTICS) (SEMESTER-III)

UNIT 1: Foundations of Cognitive Science and Cognitive Linguistics (9 hrs)

- Historical development of Cognitive Science
- The Behaviourist paradigm and its limitations
- The Cognitive Revolution (1950s-980s)
- Emergence of Cognitive Linguistics
- Contributions of cognitive science to linguistics, psychology, AI, anthropology, and neuroscience

UNIT 2: Language, Embodiment, and Cognitive Mechanisms (12 hrs)

- Language as a human behaviour and cognitive system
- Sensorimotor and embodied accounts of language
- Attention and its role in linguistic interpretation
- Conceptual Metaphor Theory: metaphor as a cognitive mechanism
- Image schemas and conceptual structure

UNIT 3: Categorisation, Consciousness, and Human Experience (12 hrs)

- Prototype Theory, basic-level categories, semantic networks
- Consciousness and cognitive access
- Emotion and linguistic expression
- Temporal cognition: representations of time
- Meditation, sleep, dreaming, and their relevance to cognition
- Cognitive semantics and conceptualisation

UNIT 4: Cognitive, Social, and Cultural Dimensions of Language (12 hrs)

- Cognitive affect and emotional processing in language
- Social cognition and linguistic interaction
- Individual vs. collective cognition
- Cross-cultural variation in language and cognition
- Cognitive approaches to gender, sexuality, religion, and worldview
- Cultural models and linguistic relativity

Essential / Recommended Readings

Berlin, B., & Kay, P. (1991). *Basic color terms: Their universality and evolution*. University of California Press.

Croft, W., & Cruse, D. A. (2004). *Cognitive Linguistics*. Cambridge University Press.

Dolan, R. J. (2002). Emotion, cognition, and behaviour. *Science*, 298(5596), 1191–1194.

Friederici, A. D. (2017). *Language in Our Brain: The Origins of a Uniquely Human Capacity*. MIT Press.

Gardner, H. (1987). *The Mind's New Science: A History of the Cognitive Revolution*. Basic Books.

Barrett, J.L. (2011). Cognitive science of religion: Looking back, looking forward. *JSSR*, 50(2), 229–239.

Lakoff, G., & Johnson, M. (2008). *Metaphors We Live By*. University of Chicago Press.

Langacker, R. W. (2008). *Cognitive Grammar*. Basic Readings.
Miller, G. A. (2003). The cognitive revolution: A historical perspective. *Trends in Cognitive Sciences*, 7(3), 141–144.
Miller, G.A. & Johnson-Laird, P.N. (2013). *Language and Perception*. Harvard University Press.
Pinker, S. (2003). *The Language Instinct*. Penguin UK.
Pinker, S., & Jackendoff, R. (2005). The faculty of language: What's special about it? *Cognition*, 95(2), 201–236.
Skinner, B. F. (1965). *Science and Human Behaviour*. Simon and Schuster.
Talmy, L. (2000). *Toward a Cognitive Semantics*. MIT Press.
Viberg, Å. (2015). Sensation, perception, and cognition: Swedish in a typological-contrastive perspective. *Functions of Language*, 22(1), 96–131.

Keywords:
Cognitive Science, Embodiment, Conceptual Metaphor, Prototype Theory, Attention, Perception, Emotion, Consciousness, Social Cognition, Cognitive Semantics, Worldview.

Tutorial (15 hrs)
Review of research papers and presentations

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

SEMESTER-III
DSE-9: TYPOLOGY
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSE-9: TYPOLOGY

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		
Typology DSE-9	4	3	1	0	**Graduation Degree**	**NIL**

Learning Objectives:
The objective of this course is to emphasize the developments since the GB Theory, it equips the students to:

- understand different approaches to typology
- become aware of the concept of a linguistic area
- discuss different typological features
- understand the concept of typological convergence

Learning Outcomes:
After completion of the course, the student should be able to:

- point out the difference between the functional and generative approaches
- recognise South Asia and India as linguistic areas

- operate with different syntactic parameters of South Asian languages
- work out the cases of convergence in typology

SYLLABUS OF DSE-9 (TYPOLOGY) (SEMESTER-III)

UNIT 1: **Typological Approaches** **(12 hrs)**
- functional approaches
- generative approaches
- Language Universals and Typology

UNIT 2: **South Asia as a Linguistic Area** **(12 hrs)**
- Phonological and morphological features
- Some syntactic features
- India as a linguistic area

UNIT 3: **Syntactic parameters of South Asian Languages** **(12 hrs)**
- Lexical anaphors and pronouns
- Case and agreement
- Non-Nominative subjects

UNIT 4: **Language Convergence** and **Typological** **(9 hrs)**
- Dravidian and Indo-Aryan: Dakkhini
- Typological features of some contact languages in India
- Difference between borrowing, contact and convergence

Essential/ Recommended Readings

Abbi, Anvita. (1992). *Reduplication in South Asian Languages*. New Delhi: Allied Publishers.

Abbi, Anvita. (2018). Echo Formations and Expressives in South Asian languages. In Urdze, Aine (Ed.), *Non-Prototypical Reduplication* (pp. 1-34). Berlin, Boston: De Gruyter Mouton.

Arora, H. & Subbarao, K. V. (2004). Syntactic Change and Convergence. In Bhaskararao and Subbarao (Eds.), *Non-nominative Subjects* (pp.25-47). John Benjamins.

Arora, H. and Subbarao, K.V. (1989). Convergence and syntactic reanalysis: The case of *so* in Dakkhini. *Studies in Linguistic Sciences*, *19*(1), 1-18.

Bhaskararao, Peri and Subbarao, K.V. (Eds.), *Non-nominative Subjects*. Vol 1 & 2. John Benjamins Publishing Company.

Comrie, Bernard. (1989). *Language Universals and Linguistic Typology*. University of Chicago Press, Chicago.

Emeneau, M.B. (1956.) India as a linguistic area. *Language*, *32*(3), 3-16.

Greenberg, Joseph. (1963). Some Universals of Grammar with Particular Reference to the Order of Meaningful Elements. In Joseph Greenberg, (Ed.), *Universals of Language* (pp.73-113). London: MIT Press.

Song, Jae Jung. (2018). *Linguistic Typology*. Oxford: Oxford University Press.

Subbarao, K. V. and Arora, H. (1989). On Extreme Convergence: the Case of Dakkhini Hindi–Urdu. *Indian Linguistics*, 49.

Subbarao, K.V. (2012). *South Asian Languages: A Syntactic Typology*. Cambridge University Press, Cambridge.

Whaley, Lindsay J. (1997). *Introduction to Typology: The unity and diversity of language*. London, New Delhi: Sage publications.

KEYWORDS: Linguistic Area, Convergence, Reduplication, Expressives, Linguistic Universals.

Tutorials (15 hrs)

Review of research papers and presentations

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES
SEMESTER-III
DSE-10: Advanced Phonology
Total Credits: 04 (Credits: Theory-03, Tutorial-1)
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSE-10: Advanced 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		
Advanced Phonology DSE-10	4	3	1	0	Graduation	NIL

Learning Objectives:
This course provides

- An understanding of advanced theoretical models in phonology.
- Exposure to the progression from classical Generative Phonology to contemporary frameworks.
- Skills for analysing complex phonological patterns across languages.
- Training in evaluating phonological theory and applying it to empirical data.

Learning Outcomes:
By the end of this course, the student will:

- Understand the foundations of Generative Phonology and its developments.
- Analyse phonological processes using multiple theoretical frameworks.
- Compare rule-based and constraint-based models of phonology.
- Conduct advanced phonological analysis using real linguistic data.

Syllabus of DSE-10: Advanced Phonology (Semester-III)

UNIT–I: Generative Phonology **(9 hours)**

- Principles of Generative Phonology: underlying representation and rules.
- Rule ordering, feeding/bleeding relations, opacity and neutralization.
- Distinctive features: natural classes and feature geometry basics.
- Critiques of Generative Phonology and motivations for later models.

UNIT–II: Nonlinear and Autosegmental Approaches **(12 hours)**

- Autosegmental Phonology: tiers, association lines, and spreading.
- Metrical Phonology: stress, rhythm, and prosodic structure.
- Syllable structure theory: onset–rhyme, moraic theory.
- Prosodic Hierarchy and its role in phonological representation.

UNIT–III: Lexical Phonology and Rule Interaction **(15 hours)**

- Levels of phonological representation: lexical vs. post-lexical rules
- The organization of the lexicon: strata, cyclicity, and domains.
- Morphology–phonology interface: affixation, compounding, and alternations.
- Strengths and limitations of Lexical Phonology.

UNIT–IV: Optimality Theory and Contemporary Models **(9 hours)**

- Introduction to Optimality Theory (OT): the basic idea.
- Types of constraints in OT.
- OT and opacity: Understanding difficult phonological situations
- Overview of modern phonological approaches

Essential Readings:

Chomsky, N. & Halle, M. (1968). *The Sound Pattern of English*. MIT Press.
Goldsmith, J. (1990). *Autosegmental and Metrical Phonology*. Blackwell.
Kenstowicz, M. (1994). *Phonology in Generative Grammar*. Blackwell.
Kager, R. (1999). *Optimality Theory*. Cambridge University Press.
Roca, I. & Johnson, W. (1999). *A Course in Phonology*. Blackwell.
Hayes, B. (2009). *Introductory Phonology*. Wiley-Blackwell.

Tutorial (15 hrs):

Data Collection
Analysing the data using different frame works
Applying different frameworks to unexplored languages

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES
SEMESTER-III
DSE -11: ADVANCED MORPHOLOGY
Total Credits: 04 (Credits: Theory-03, Tutorial-1)
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSE-11: ADVANCED 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		
ADVANCE MORPHOLOGY DSE-11	4	3	1	0	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To understand the relation between Lexicon and Phonology
- To understand the relationship between the lexicon and morphology

- To understand the relationship between syntax and morphology
- To understand the concept of Idioms and Compounds in context of Lexicon, Morphology and Syntax

Learning Outcomes:

By participating in this course, the student will:

- Be able to identify the layers of derivational and inflectional process
- be able to analyse complex words to identify distinct processes in lexical morphology
- be able to critically evaluate morphosyntactic theories and apply methods from morphosyntactic theories to analyse word composition across diverse languages
- To be able to construct and distinguish between compound words and Phrases

SYLLABUS OF DSC- 11 (ADVANCED MORPHOLOGY) (SEMESTER-III)

UNIT 1: Lexical Morphology **(12 hours)**

- Revisiting Derivational Morphology
- Lexical Semantics and Lexical Organization
- Argument Structure and Argument Alternations

UNIT II: Prosodic Morphology **(12 hours)**

- Autosegmental Phonology
- Template and Prosodic Morphology: Reduplication
- Metathesis

UNIT III: Morphosyntax interface **(12 hours)**

- Revisiting Inflectional Morphology
- Mapping Grammatical Functions
- Distributed Morphology: A post-syntactic syntactic approach

UNIT IV: **Idioms and Compounds** **(9 hours)**

- Phonological factors in compounding
- How compounds are different from syntactic Phrase
- Compounding and Derivation

Essential/ Recommended Readings

Baker, Mark (1988). Incorporation: A theory of grammatical function changing. Chicago: University of Chicago Press.

Bobaljik, Jonathan David. (2017). Distributed morphology. *Oxford research encyclopaedia of linguistics*.

Borer, Hagit (1998). Morphology and syntax. In Andrew Spencer & Arnold M. Zwicky (Eds.), The handbook of morphology (pp. 151–90). Oxford: Blackwell.

Katamaba, Francis, & Stonham, John (2006). Morphology (2nd ed.). Hampshire; New York: Palgrave MacMillan.

Levin, Beth, & Hovav, Malka Rapaport (1998). Morphology and lexical semantics. In Andrew Spencer & Arnold M. Zwicky (Eds.), The handbook of morphology (pp. 248–71). Oxford: Blackwell.

Aronoff, M. 1976. Word formation in generative grammar. Cambridge. Mass: MIT Press.

Aitchison, J. 1987. Words in the Mind. Oxford: Basil Blackwell.

Disciullo, A.M. and Williams E. 1987. On the definition of word. Cambridge, Mass.: MIT Press.

_____.1994. Morphology by itself: Stems and Inflectional classes. Cambridge, Mass: MIT Press.

Mathews, P.H. 1972. Inflectional Morphology. Cambridge, Cambridge University Press.

_____. 1974. Morphology: An introduction to the theory of word structure. Cambridge, Cambridge University Press.
Mel'cuk, Igor A. 2006. Aspects of the theory of morphology. Berlin: Mouton.
Spencer, A. 1991. Morphological Theory. Oxford: Basil Blackwell.
Singh, R. and Agnihotri, R.K. 1997. Hindi Morphology: A word based description. Delhi: Motilal Banarsidass

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

KEYWORDS:
Lexical morphology, Lexical semantics, Argument Structure, Derivational morphology, Morphosyntax, Grammatical functions, Distributed Morphology.

Tutorials:
Morphological analyses are conducted in the class on different languages.
Morphosyntactic data analysis on various languages

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

SEMESTER-III
DSE-12: ADVANCED SYNTAX
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSE-12: ADVANCED 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		
Advanced Syntax DSE-12	**4**	**3**	**1**	**0**	**Graduation Degree**	**NIL**

Learning Objectives:

The objective of this course is to emphasize the developments since the GB Theory, it equips the students to:

- become familiar with clause structure from the Minimalist perspective
- understand the role of features in deriving Theta properties
- understand the role of features in deriving Case and Agreement
- become familiar with modified structures of the NP, VP, CP
- comprehend the role of economy and locality in movement operations (Wh- etc.)

Learning Outcomes:

After completion of the course, the student should be able to:

- appreciate changes in clause structure from the perspective of Minimalism
- apply features in deriving Theta properties
- apply features in deriving Case and Agreement
- describe the modified structures of NP, VP, CP
- evaluate the role of economy and locality in movement operations

SYLLABUS OF DSE-12 (ADVANCED SYNTAX) (SEMESTER-III)

UNIT 1: **Basic Theoretical Updates** **(12 hrs)**

- Updating the clause structure
- The importance of Economy Principles
- The importance of Interface Conditions

UNIT 2: **Feature-Checking Theory** **(12 hrs)**

- Theta theory through features
- Agreement and Case Theory through features
- Control Theory and Binding Theory through features

UNIT 3: **Updating Phrasal Structures** **(12 hrs)**

- The modified structure of DP
- The modified structure of VP
- The modified structure of TP and CP

UNIT 4: **Locality** **(9 hrs)**

- The importance of locality principles
- Island Conditions in Minimalism
- Wh-movement in Minimalism

Essential/ Recommended Readings

Adger, David (2003). *Core syntax: A minimalist approach*. Oxford University Press

Chomsky, Noam (1995). *The minimalist program*. MIT Press.

Hornstein, Norbert, Nuñes, Jairo, & Grohmann, Kleanthes K. (2005). *Understanding minimalism*. Cambridge University Press.

Lasnik, Howard, & Uriagereka, Juan (with Boeckx, Cedric) (2005). *A course in minimalist syntax: Foundations and prospects*. Blackwell.

Pollock, Jean-Yves (1989). Verb movement, universal grammar, and the structure of IP. *Linguistic Inquiry,* 20 (3), 365-424.

KEYWORDS: Minimalism, Feature Checking, SPEC-HEAD Agreement, Economy, Interfaces.

Tutorial (15 hrs)
Literature review, Presentations on research papers

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES
SEMESTER-III
DSE -13: ADVANCED SEMANTICS
Total Credits: 04 (Credits: Theory-03, Tutorial-1)
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSE-13: ADVANCED 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		
Advanced Semantics DSE-13	4	3	1	0	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To understand generative theories of meaning
- To become familiar with compositional analysis involving basic semantic types
- To be aware of formal tools that can be used to integrate arguments, modifiers and quantificational elements into sentence meaning
- To understand how additional semantic types can be used to model event semantics and temporal semantics

Learning Outcomes:

By participating in this course, the student will:

- be able to demonstrate understanding of the role of extension and intension in generative semantics
- be able to correctly categorize arguments, modifiers and quantifiers and appropriately integrate them with nominal and predicate expressions in a sentence
- be able to distinguish the role of distinct event participants and use event semantics to model their relationship to the event.
- be able to extend the understanding of the semantics of tense and aspect to a wide variety of languages.

SYLLABUS OF DSE-13 (ADVANCED SYMANTICS) (SEMESTER-III)

UNIT 1: Basics of Generative Semantics **(9 hrs)**

- Denotation, Intension, Extension
- Predicate logic
- Lambda Calculus and Type theory for entities and truth values

UNIT 2: Compositional Semantics **(12 hrs)**

- Composing Arguments of predicates: Function Application
- Composing Modifiers of predicates: Abstraction and Modification
- Composing Quantifiers: Motivating type shifting

UNIT 3: Event semantics **(12 hrs)**

- Using Type Theory for events
- Semantic Roles of events
- (Neo-) Davidsonian Event semantics

UNIT 4: Semantics of Temporality **(12 hrs)**

- Using Type Theory for temporal semantics
- Composing Tense
- Composing Aspect

Essential/ Recommended Readings

Chierchia, Gennaro, & McConnell-Ginet, Sally. (2000). *Meaning and grammar: An Introduction to semantics* (2nd ed.). Cambridge, MA: MIT Press.

Coppock, Elizabeth, and Lucas Champollion. (2022). *Invitation to Formal Semantics*. Manuscript, Boston University and New York University.

Heim, Irene, & Kratzer, Angelika (1998, paperback 2000). Semantics in generative grammar. Oxford: Wiley-Blackwell.

Partee, B. B., Ter Meulen, A. G., & Wall, R. (2012). *Mathematical methods in linguistics* (Vol. 30). Springer Science & Business Media.

Portner, Paul M., & Partee, Barbara H. (Eds.). (2002). *Formal semantics: The essential readings*. Oxford: Wiley-Blackwell.

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

KEYWORDS:
Formal semantics, Predicate Logic, Compositional Semantics, Type Theory, Entities, Truth Values, Lambda Calculus, Events, Time, Arguments, Adjuncts, Quantifiers, Function Application, Function Modification, Neo-Davidsonian Event Semantics, Tense, Aspect

Tutorials (15 hrs)
Review of research papers and Presentations
Writing reports

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES
SEMESTER-III
DSE -14: FIRST LANGUAGE ACQUISITION
Total Credits: 04 (Credits: Theory-03, Tutorial-1)
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSE-14: FIRST LANGUAGE ACQUISITION

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		
FIRST LANGUAGE ACQUISITION DSE-14	4	3	1	0	Graduation	NIL

Learning Objectives
The Learning Objectives of this course are as follows:
- To acquire: an understanding of how children acquire their first language; knowledge of child
- language development: speech sounds, morphology, syntax, pragmatic and social language skills.
- Role of early language socialization and cultural factors
- Knowledge of the major theories of language development as well as debates
- To explore basic child language data and conduct basic analyses of child language acquisition data.

Learning Outcomes
Students will be able to:
- Describe the characteristic features of children's language in various areas such as phonology, morphology, sentence structure, pragmatics, sociolinguistic variation
- demonstrate how these features develop over time,
- will be able to Apply knowledge of the features of child language to analyze children's language
- Will be able to conduct research on phonemic inventories, grammatical development in bilingual as well as in multilingual context.

SYLLABUS OF DSE-14 (FIRST LANGUAGE ACQUISITION) III SEM

UNIT 1: Basic concepts and Research methods of Child language studies: (9 hrs)

- History of child language studies
- The periods of diary studies,
- large sample studies and longitudinal studies of child language.
- Language acquisition theories and concepts.

UNIT 2: Stages of language Acquisition (12 hrs)

- Stages of first language acquisition; explanation and language acquisition
- Child language vs. Language acquisition,
- First language acquisition process and multilingualism.
- It focuses on acquisition of phonological, grammatical, semantic and pragmatic aspects of language among children; how these features develop over time

UNIT 3: Early language acquisition (12 hrs)

- Prelinguistic development; infant vocalizations; early phonology;
- Single word utterances and combinations;
- Early grammar: word combination process
- Process of language acquisition: The linguistic environment; motherese; cognitive processes.
- Language acquisition process in context of delayed speech and language impairment.

UNIT 4: Later language acquisition (12 hrs)

- Phonological and semantic acquisition;
- Acquisition of later grammar
- Acquisition of morphology and syntax;
- Emergence of linguistic awareness in bilingual situation
- Techniques of Data elicitation and data analysis in language acquisition process.

Essential/Recommended Readings:

Anisfield, M. 1984. Language Development from birth to three. Hillsdale, N.J.: Lawrence Erlbaum.

Baker, C.L. and J., McCarthy, (eds.) 1981. The Logical Problem of Language Acquisition. Cambridge, Mass: MIT Press.

Bates, E. 1979. The Emergence of Symbols: Cognition and Communication in Infancy. New York: Academic Press.

Bloom, Paul 2000. How Children Learn the Meaning of Words, MIT Press, Cambridge, Massachusetts.

Brown, R. 1973. A First Language: The Early Stage. Cambridge, M.A.: Harvard University Press.

Clark, E.V. 1993. The Lexicon in Acquisition. Cambridge: Cambridge University Press.

Evans, Vyvyan and Melanie Green 2006. Cognitive Linguistics: An Introduction. Edinburgh University Press, Edinburgh.

Geskell , G. et al 2007 The Oxford Handbook of Psycholinguistics, Oxford University Press, London.

Ingram, David. 1989. First Language Acquisition. Cambridge: Cambridge University Press.

McNeill, D. 1970. The Acquisition of Language. New York: Harper and Row.

Peccei, Jean Stilwell 2006. Child Language. London & New York: Routledge.

Schlesinger, I.M. 1982. Steps Toward Language: Toward a Theory of Native Language Acquisition. Hillsdale, N.J.: Erlbaum.

Snow, C.E. and C.A. Ferguson, 1977. Talking to Children: Language Input and Acquisition. Cambridge: Cambridge University Press.

KEYWORDS:
Language Acquisition, Phonological development, Morphological development, Grammatical development, Semantic development. Delayed speech.

Tutorials (15 hrs)
A project is assigned based on different areas of language acquisition such as speech sound, grammatical development in bilingual and multilingual situation.

DISCIPLINE-SPECIFIC ELECTIVE (DSE)COURSE
SEMESTER-III
DSE-15: FIELD LINGUISTICS
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSE-15: FIELD 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		
Field Linguistics DSE - 15	4	3	1	0	Graduation Degree	NIL

Learning Objectives
The course seeks:

- to introduce students to the principles and practices of field linguistics
- to train them in data collection, elicitation, and language documentation
- to understand ethical and practical concerns in linguistic fieldwork
- to develop skills to analyse linguistic data from natural speech and elicitation sessions
- to familiarise students with transcription systems, metadata creation, and archiving practices

Learning Outcomes
After completing this course, students will be able to:

- understand the purpose and scope of linguistic fieldwork
- collect reliable linguistic data using multiple elicitation techniques
- transcribe, annotate, and process natural linguistic data
- recognise sociolinguistic and cultural considerations in field settings
- prepare basic documentation outputs such as wordlists, narratives, and grammatical sketches

SYLLABUS OF DSE-15 Field linguistics (SEMESTER–III)

UNIT 1: Introduction to Field Linguistics (9 Hrs)

- Definition, scope, and history of field linguistics
- Goals of linguistic fieldwork: description, documentation, revitalisation
- The concept of "language in context"
- Ethical considerations and working with speech communities

UNIT 2: Field Methods and Data Collection (12 hrs)

- Participant observation and rapport building
- Elicitation techniques: structured, semi-structured, and naturalistic
- Working with informants and consultants
- Tools for fieldwork: questionnaires, recorders, software

UNIT 3: Transcription and Analysis (12 hrs)

- Phonetic transcription using IPA
- Acoustic and articulatory considerations
- Morphological and syntactic elicitation
- Handling multilingual field situations

UNIT 4: Applied and Sociocultural Aspects of Fieldwork (12 hrs)

- Field linguistics in endangered language contexts
- Sociolinguistic variation and community dynamics
- Language ideologies and researcher bias

Essential/Recommended Readings

Bowern, Claire. (2015). *Linguistic Fieldwork: A Practical Guide.*
Chelliah, Shobhana L., & de Reuse, Willem. (2010). *Handbook of Descriptive Linguistic Fieldwork.*
Crowley, Terry. (2007). *Field Linguistics: A Beginner's Guide.*
Dixon, R. M. W. (2007). *Field Linguistics: A Manual of Basic Techniques.*
Himmelmann, Nikolaus P. (1998). "Documentary and Descriptive Linguistics." *Linguistics.*
Vaux, Bert & Cooper, Justin. (1999). *Introduction to Linguistic Field Methods.*
Woodbury, Anthony. (2011). "Language Documentation." In *Oxford Handbook of Linguistic Analysis.*
Rice, Keren. (2006). "Ethical Issues in Linguistic Fieldwork." *Journal of Academic Ethics.*

KEYWORDS
Field Linguistics, Elicitation, Language Documentation, Transcription, Metadata, Language Archiving, Endangered Languages.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES
SEMESTER III
DSE-16: Advanced Sociolinguistics
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSE-16: Advanced Sociolinguistics

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 Sociolinguistics DSE-16	**4**	**3**	**1**	**0**	**Graduation Degree**	**NIL**

Course Description

This course offers an advanced understanding of sociolinguistics, grounded in Indian and multicultural perspectives. It examines how various sociolinguistic factors shape linguistic practices in a nation. Students will explore classical and contemporary sociolinguistic theory alongside Indian scholarship, South Asian multilingualism, historical sociolinguistics, cognitive sociolinguistics, language policy, language and diaspora, and emerging issues such as AI, digital communication, and online identities.

Learning Outcomes

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

- Analyse sociolinguistic variables and how to understand language in a social context.
- Examine multilingual practices, code-mixing, hybrid language, and urban language change.
- Evaluate language policies and their impact on education, governance, and linguistic rights.
- Apply sociolinguistic theories to Indian digital culture, diaspora communities, and emerging AI-language interactions.

SYLLABUS OF DSE- 16 (SEMESTER III)

UNIT 1: Foundations of Sociolinguistics in the Indian Context (12 hrs)

- Classical foundations: Labov, Gumperz, Hymes and Indian ethnographies
- India as a sociolinguistic area
- Genealogies of sociolinguistics in India
- Historical sociolinguistics and India
- Indexed registers, honorifics, politeness systems
- linguistic practices across Indian communities

UNIT 2: Multilingualism, Contact, and Variation in India (12 hrs)

- Natural multilingualism; home-street-school-digital continua
- Indian code-switching: Hinglish, Dakhni, Tanglish, Nagamese
- Migration, urbanisation, and linguistic mobility
- Language maintenance, shift, heritage language practices
- Language Policy in India & diaspora
- India as one linguistic area: contact, convergence, and typological features

UNIT 3: Social Identities, Power, and Cognitive Sociolinguistics (12 hrs)

- Language and Social Identity
- Linguistic Behaviour and Identity Construction among Youth
- Diaspora sociolinguistics: Indian communities abroad
- Cognitive sociolinguistics

- Sociolinguistics of perception: stereotype-based processing of language.

UNIT 4: Language Policy, Media, and Digital Sociolinguistics (9 hrs)

- Language policy & planning
- Media, mass communication, and linguistic representation
- Social media sociolinguistics: WhatsApp, Instagram, YouTube, memes,
- Anglicisation of urban India
- AI and sociolinguistics: LLMs, bias, data, and digital communication
- Indian languages in courts, hospitals, and governance

Updated Essential / Recommended Readings

Annamalai, E. (2001). *Managing multilingualism in India: Political and linguistic manifestations*. Sage Publications.

Auer, A., Peersman, C., Pickl, S., Rutten, G., & Vosters, R. (2015). Historical sociolinguistics: The field and its future. *Journal of Historical Sociolinguistics, 1*(1), 1–12.

Bharatiya Bhasha Samiti. (2025). *Bharatiya Bhasha Pariwar: A new framework in linguistics* (1st ed.). National Book Trust, India.

Chambers, J. K. (2008). Sociolinguistics of immigration. In *Social dialectology* (pp. 97-113). John Benjamins Publishing Company.

Collins, J. (2012). Migration, sociolinguistic scale, and educational reproduction. *Anthropology & Education Quarterly*, *43*(2), 192-213.

Geeraerts, D., Kristiansen, G., & Peirsman, Y. (Eds.). (2010). *Advances in cognitive sociolinguistics* (Vol. 45). Walter de Gruyter.

Gumperz, J. J., & Cook-Gumperz, J. (2008). Studying language, culture, and society. *Journal of Sociolinguistics, 12*(4), 532–545.

Kachru, B. B. (1983). *The Indianization of English: The English language in India*. Oxford University Press.

Khubchandani, L. M. (1991). India as a sociolinguistic area. *Language Sciences, 13*(2), 265–288.

King, R. D. (1997). *Nehru and the language politics of India*. Oxford University Press.

Koerner, K. (1991). Toward a history of modern sociolinguistics. *American Speech, 66*(1), 57–70.

Leitner, G. (2017). The sociolinguistics of communication media. In F. Coulmas (Ed.), *The Handbook of Sociolinguistics* (pp. 187–204). Wiley.

Mesthrie, R., & Kulkarni-Joshi, S. (Eds.). (2025). *Language in the Indian diaspora: Sociolinguistic perspectives*. Sanctum Books.

Meyerhoff, M. (2018). *Introducing sociolinguistics* (3rd ed.). Routledge.

Moreno-Fernández, F. (2016). *A framework for cognitive sociolinguistics*. Routledge.

Nevalainen, T. (2015). What is historical sociolinguistics? *Journal of Historical Sociolinguistics, 1*(2), 243–269.

Nguyen, D. (2025). Collaborative growth: When large language models meet sociolinguistics. *Language and Linguistics Compass, 19*(2), e70010.

Özkaynak, O. (2025). Family language policies of Turkish parents in the U.S. *Journal of Multilingual and Multicultural Development, 46*(7), 2031–2047.

Pattanayak, D. P. (1990). *Multilingualism in India*. Multilingual Matters.

Ramaswamy, S. (1997). *Passions of the tongue: Language devotion in Tamil India, 1891–1970*. University of California Press.

Satyanath, S. (2021). Genealogies of sociolinguistics in India. *Journal of Sociolinguistics, 25*(5), 762–784.

Sharma, G. (Ed.). (2021). *Trends in South Asian linguistics*. De Gruyter Mouton.

Srinivas, L. (2018). Youth language practices in Indian digital media. South Asian Popular Culture, 16(2), 133–147.

Tang, F., & Calafato, R. (2025). Family language policy. *International Journal of Bilingual Education and Bilingualism, 28*(1), 92–107.

GENERIC ELECTIVE (GE) COURSES
SEMESTER - III
GE-6: Mixed Languages
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

GE-6: Mixed 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		
Mixed Languages GE- 6	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- to understand the contact phenomenon in a multilingual speech context that gives rise to mixed language varieties;
- to understand the nature of mixed languages in terms of their socio-historical origins;
- to become familiar with looking at mixed 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 nature and character of mixed languages in general;
- be able to apply correct terminology and linguistic techniques of data analysis, analysis from mixed languages, in terms of phonemes/ phones, the structure words, phrases, and clauses of mixed languages;
- be able to recognise the cultural and linguistic influence of one language on another;
- to be able to conduct original linguistic research on mixed languages.

SYLLABUS OF GE- 6 (SEMESTER-III)

UNIT 1: **Introduction to Mixed Languages** **(12 hrs)**

- Contact phenomenon in multilingual settings
- Social and cultural reasons for mixing
- Old identity maintenance and new identity emergence

UNIT 2: **Typology of Mixed Languages** **(12 hrs)**

- Lexicon-Grammar Mixed languages

- Structural Mixed languages
- Converted Mixed languages

UNIT 3: **Roles of Mixed Languages** **(12 hrs)**

- Socio-historical origins of mixed languages
- Contemporary functions of mixed languages
- Linguistic processes behind their origins

UNIT 4: **Linguistics of Mixed Languages** **(9 hrs)**

- Phonetic and Phonological properties of mixed languages
- Morphological properties mixed languages
- Syntactic properties of mixed languages

Essential/ Recommended Readings

Aboh, Enoch O. & Ansaldo, Umberto. (2007). The role of typology in language creation. In Umberto Ansaldo, Stephen Matthews, & Lisa, Lim (Eds.), *Deconstructing Creole* (pp.39–66). Amsterdam: John Benjamins.

Auer, Peter. (1999). From codeswitching via language mixing to fused lects: Toward a dynamic typology of bilingual speech. *Journal of Bilingualism*, *3*(4), 309–32.

Bakker, Peter. (2013). Mixed languages. In *Oxford bibliographies online*. www.oxfordbibliographies.com; DOI: 10.1093/OBO/9780199772810-0030.

Bakker, Peter. (2015). Typology of mixed languages. In A.Y. Aikhenvald & R.M.W. Dixon (Eds.), *The Cambridge handbook of linguistic typology* (pp.217–53). Cambridge: Cambridge University Press.

Bhatia, Tej K. (2011). The multilingual mind, optimization theory and Hinglish. In Rita Kothari and Rupert Snell (Eds.), *Chutneyfying English: The phenomenon of Hinglish* (pp. 37–52). New Delhi: Penguin Books India.

Lefebvre, C. (2006). *Creole genesis and the acquisition of grammar: The case of Haitian Creole.* Cambridge: Cambridge University Press.

Matras, Yaron. (2000). Mixed languages: A functional-communicative approach. *Bilingualism: Language and Cognition, 3*(2), 79–99.

Matras, Yaron. (2009). *Language contact.* Cambridge: Cambridge University Press.

Matras, Yaron & Bakker, Peter (Eds.). (2003). *The mixed language debate: theoretical and empirical advances*. Berlin: Mouton de Gruyter.

Meakins, Felicity. (2018). Mixed languages. In Mark Aronoff (Ed.), *Oxford research Encyclopaedias: Literature* (pp.1–29). Oxford: Oxford University Press.

Smit, Merlijn de. 2010. Modelling mixed languages: Some remarks on the case of Old Helsinki Slang. *Journal of Language Contact*, *3*, 1–19.

Smith, Ian. (2001). Creolization and convergence in morphosyntax: Sri Lanka Portuguese and Sourashtra nominal marking typology. In Peri Bhaskararao & Karumuri Venkata Subbarao (Eds.), *The yearbook of South Asian languages and linguistics 2001: Tokyo Symposium on South Asian Languages: Contact, convergence and typology*, (pp.391–409). New Delhi: Sage.

Smith, Ian. (1979). Convergence in South Asia: A creole example. *Lingua*, *48*, 193–222.

Thomason, Sarah. (1997). A typology of contact languages. In Arthur Spears & Don Winford (Eds.), *Pidgins and creoles: Structure and status* (pp.71–88). Amsterdam: John Benjamins.

Thomason, Sarah. (2001). *Language contact: An introduction*. Edinburgh & Washington, DC: Edinburgh University Press & Georgetown University Press.

KEYWORDS: Language mixing, Language contact, Multilingualism, Language Identity.

GENERIC ELECTIVE (GE) COURSE
SEMESTER-III
GE-7: LANGUAGE TEACHING AND TESTING
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

GE-7: 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-requisite of the course
		Lecture	Tutorial	Practical/Practice		
Language Teaching and Testing GE-7	4	3	1	0	Graduation Degree	NIL

Learning Objectives
The course aims:

- To introduce advanced theoretical frameworks in language pedagogy
- To analyze major historical and contemporary language teaching methodologies through a linguistic lens
- To explore the interface of linguistics with language acquisition, processing, and pedagogy
- To develop the ability to evaluate and design pedagogically second language teaching materials
- To provide a research-based understanding of language testing principles and practices
- Train to construct, interpret, and validate different types of language tests

Learning Outcomes

- Critically evaluate various approaches to language teaching using linguistic theory
- Understand the relationship between language structure, use, and teachability
- Design instructional materials informed by linguistic, psycholinguistic, and sociolinguistic insights
- Apply principles of assessment to create valid and reliable testing instruments
- Analyze learner errors, developmental sequences, and performance data
- Understand and critique issues of fairness, ethics, and cultural bias in language testing

SYLLABUS OF GE-7 (SEMESTER–III)

UNIT 1: Foundations of Language Teaching **(9 hours)**

- Historical evolution of language teaching
- Theoretical bases: structuralism, generativist, functionalism, and communicative theories
- Second Language Acquisition (SLA) and its implications for teaching
- Linguistic competence vs. communicative competence

- Teacher cognition, learner variables, and classroom interaction

UNIT 2: Approaches and Methods in Language Teaching **(12 hours)**

- Grammar–Translation, Direct Method, Audio-Lingual Method
- Communicative Language Teaching (CLT) and its critiques
- Task-Based Language Teaching (TBLT) and interaction-based approaches
- Content-Based Instruction (CBI) and immersion models
- Post-method pedagogy: Kumaravadivelu's macro-strategies and pedagogic parameters
- Multilingual and translanguaging approaches in modern pedagogy

UNIT 3: Teaching of Linguistic Subfields and Language Skills **(12 hours)**

- Grammar teaching: descriptive vs. prescriptive approaches
- Vocabulary acquisition: psycholinguistic and cognitive perspectives
- Teaching writing systems and orthographic processing
- Integrating listening, speaking, reading, and writing in linguistically diverse classrooms
- Error analysis, interlanguage, and learner corpora

UNIT 4: Principles of Language Testing and Measurement **(12 hours)**

- Concepts: testing, assessment, evaluation, and measurement
- Test types: proficiency, achievement, diagnostic, placement
- Principles: validity, reliability, authenticity, practicality, washback
- Designs: discrete-point vs. integrative tests; communicative testing
- Item analysis, scoring methods, rater reliability

Essential / Recommended Readings

Bachman, L. F. (1990). Fundamental Considerations in Language Testing. Oxford.

Bachman, L. F., & Palmer, A. (2010). Language Assessment in Practice. Oxford.

Brown, H. D. (2004). Language Assessment: Principles and Classroom Practices. Pearson.

Ellis, Rod. (2008). The Study of Second Language Acquisition. Oxford.

Harmer, Jeremy. (2007). The Practice of English Language Teaching. Longman.

Kumaravadivelu, B. (2006). Understanding Language Teaching: From Method to Post-method.

Larsen-Freeman, D. & Anderson, M. (2011). Techniques and Principles in Language Teaching. Oxford.

McNamara, T. (2000). Language Testing. Oxford.

Richards, J. C., & Rodgers, T. (2014). Approaches and Methods in Language Teaching. CUP.

Weir, C. J. (2005). Language Testing and Validation. Palgrave Macmillan.

KEYWORDS

Second Language Acquisition, Pedagogy, Communicative Competence, Post-method, Language Assessment, Reliability, Validity, Item Analysis, Multilingual Pedagogy.

TUTORIAL:

Literature Review
Analysis of Errors
Design and critique language assessments or test questions

SKILL BASED (SBC) COURSES
SEMESTER-III
SBC- 3: Software for Linguistics (Latex)

Total Credits: 02 (Credits: Theory-30, Tutorial -01 Practical-nil)
Total Lectures: Theory-30, Tutorial-01, Practical-nil
Duration: 15 weeks

SBC- 3 Software for Linguistics (Latex)

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		
Software for Linguistics (Latex) SBC – 3	**2**	**1**	**1**	**0**	**Graduation**	**NIL**

Learning Objectives:

The Learning Objectives of this course are as follows:

- To understand the basics of creating camera ready scientific documents using the typesetting software Tex
- To understand the utility of Tex for representing linguistic data and analyses across a variety of sub-fields and theoretical frameworks

Learning Outcomes:

By participating in this course, the student will:

- be able to use Tex to create and typeset a variety of document formats
- be able to use the advanced functionality of Tex to represent linguistic data (phonetic, phonological, morphological, syntactic, semantic) and analyses

SYLLABUS OF SBC- 3 (SEMESTER-III)

Unit 1: Creating technical documents using Tex **(18 hrs)**

- *What you say is what you get* principle of typesetting
- Document classes: handouts, presentations, conference posters
- Cross-referencing: Enumerated examples, Bibliography

Unit 2: Packages and tools for Linguistics **(27 hrs)**

- Tex for Phonetics and Phonology: IPA fonts, OT Tableaux
- Tex for Morphology, Syntax and Semantics: Inter-linear glossing, Feature matrices, Syntactic trees, Semantic formulae,

Essential/ Recommended Readings

Himmelreich, A. 2021. *LaTeX for Linguists*. University of Frankfurt. https://www.ankehimmelreich.de/downloads/skript_latex.pdf

LaTeX/Linguistics Wikibook. 2025. https://en.wikibooks.org/wiki/LaTeX/Linguistics.

LaTeX templates and examples – Linguistics. 2025. https://www.overleaf.com/gallery/tagged/linguistics

KEYWORDS:
Tex, LaTex, Linguistics, Typesetting technical documents, Cross-referencing, Bibliography, IPA, OT, Glossing, Trees, Formulae

SKILL BASED COURSE (SBC)
SEMESTER-III
SBC - 4: INTRODUCTION TO FLEx SOFTWARE
Total Credits: 02 (Credits: Theory-30, Tutorial-01 Practical-nil)
Total Lectures: Theory-30, Tutorial-01, Practical-nil
Duration: 15 weeks

Total Hours: 30 hrs

SBC- 4 : INTRODUCTION TO FLEx SOFTWARE

Credit distribution, Eligibility and Pre-requisites of the Course
Duration: 8 weeks

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/Practice		
INTRODUCTION TO FLEx SOFTWARE SBC- 4	2	1	1	0	Graduation Degree	NIL

Learning Objectives
The course aims:

- to introduce students to FLEx as a professional linguistic documentation and analysis tool
- to provide hands-on experience in building lexicons and managing linguistic databases
- to train students to annotate and interlinearize texts using FLEx
- to familiarise students with integrating FLEx with language documentation workflows
- to enable students to apply FLEx skills in research, fieldwork, and community-based projects

Learning Outcomes
After completing this course, students will be able to:

- understand the structure, purpose, and functions of FLEx software
- create, edit, and manage lexical databases
- annotate texts using interlinear glossing tools
- design and maintain morphological analyses and paradigms
- import/export linguistic data for documentation and archiving
- collaborate effectively with communities using user-friendly digital tools

SYLLABUS OF SBC– 4 (SEMESTER–III)

UNIT 1: Introduction to FLEx and Language Technology *(18 hrs)*

- Overview of FieldWorks and FLEx components
- Role of digital tools in language documentation
- Installing and navigating the FLEx interface
- Project creation: databases, settings, and metadata
- Understanding data categories: lexicon, texts, morphosyntax

UNIT 2: Lexicon Building and Dictionary Design ***(27 hrs)***

- Creating lexical entries: lemma, senses, glosses
- Adding phonological, morphological, and semantic information
- Managing multiple orthographies and writing systems
- Incorporating example sentences and cultural notes
- Designing community-friendly dictionaries

Essential / Recommended Readings

Bowern, Claire. (2015). *Linguistic Fieldwork: A Practical Guide.*
Chelliah, Shobhana & de Reuse, Willem. (2010). *Handbook of Descriptive Linguistic Fieldwork.*
Gibson, Hannah & Nordlinger, Rachel. (2014). *ELAN & FLEx for Linguists: A Practical Guide.*
Crowley, Terry. (2007). *Field Linguistics: A Beginner's Guide.*
Himmelmann, Nikolaus. (1998). "Documentary and Descriptive Linguistics."
Rice, Keren. (2006). "Ethical Issues in Linguistic Fieldwork."
SIL International Documentation: *FLEx Help Manual & Tutorials*

KEYWORDS

FLEx Software, Lexicon Building, Morphological Parsing, Interlinear Glossing, Text Annotation, Language Documentation Tools, Archiving, and Metadata.

SYLLABUS OF SEMESTER IV

DISCIPLINE SPECIFIC CORE (DSC) COURSES
SEMESTER-IV
DSC-9: MULTILINGUALISM
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSC-9: MULTILINGUALISM

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		
Multilingualism DSC - 9	**4**	**3**	**1**	**0**	**Graduation Degree**	**NIL**

Learning Objectives:
The learning objectives of the course are as follows:

- to introduce students to what multilingualism means and how it should be approached
- to make students aware of the typology of multilingualism
- to understand how language contact, mixing, maintenance, and shift are related to multilingualism
- to train students to understand how to use multilingualism as an educational resource

Learning Outcomes:

- After attending this course, the student is expected to:
- discover the strong connection between language and multilingualism
- learn how to linguistically analyse multilingualism
- to be trained to identify social markers in multilingual speech
- to be trained in using multilingual resources in education and policy making

SYLLABUS OF DSC-9 (SEMESTER-IV)

UNIT 1: **Introduction to Multilingualism** **(9 hrs)**

- Emergence of multilingualism
- Types of multilingualism
- Multilingualism and diversity
- Managing multilingualism

UNIT 2: **Linguistic approaches to multilingualism** **(12 hrs)**

- Effects of code mixing/ switching on multilingualism
- Multilingualism indexing social categories
- Language contact, maintenance and shift
- Multilingualism and creolisation/ indigenisation

UNIT 3: **Psycholinguistic approaches to multilingualism** **(12 hrs)**

- Bilingual Aphasia
- Multilingualism and second-language acquisition
- Syntactic development in multilingual settings
- Multilingualism, memory, cognition, and emotion

UNIT 4 **Multilingualism, education, and language policy** **(12 hrs)**

- Multilingualism and linguistic identity
- Multilingualism as an educational resource
- Language policy and multilingualism
- Multilingual issues specific to India

Essential/ Recommended Readings

Agnihotri, R. K. (2006). Identity and multilinguality: The case of India. In A. B. M. Tsui & J. W. Tollefson (Eds.), *Language policy, culture, and identity in Asian contexts*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. (pp. 185–204).

Agnihotri, R. K. (2007). Towards a Pedagogical Paradigm Rooted in Multilinguality, *International Multilingual Research Journal*, 1:2, 79-88.

Annamalai, E. (2001). *Managing multilingualism in India: Political and linguistic manifestations*. New Delhi, London, Thousand Oaks: Sage Publications.

Auer, P., & Wei, L. (Eds.). (2007). *Handbook of multilingualism and multilingual communication*. Berlin: Mouton de Gruyter.

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.

Bhatia, Tej K. and Ritchie, William C. (Eds.) (2012). *The handbook of bilingualism and multilingualism*. Malden, MA, and Oxford: Blackwell.

Edwards, J. R. (1994). *Multilingualism*. London: Routledge.

Grosjean, F. (1989). Neurolinguists! The bilingual is not two monolinguals in one person. *Brain and Language, 36*, 3–15.

Long, M. H. (2016). *Major research issues in SLA*. Brill Research Perspectives in Linguistics. Boston: Brill.

Martin-Jones, Marilyn, Blackledge, Adrian and Creese, Angela (Eds.) (2012). *The Routledge handbook of multilingualism*. New York and London: Routledge.

Pattanayak, D. P. (1990). Multilingualism in India. *Multilingual Matters*.

Pavlenko, A. (2005). *Emotions and bilingualism*. Cambridge, U.K.: Cambridge University Press.

Skutnabb-Kangas, T. (1981). *Bilingualism or not: The education of minorities*. Clevedon, U.K.: Multilingual Matters.

Thomason, Sarah. (2011). *Language Contact: An Introduction*. Edinburg: Edinburgh University Press.

Wei, Li. (Ed.) (2007). *The bilingualism reader*. New York and London: Routledge.

KEYWORDS: Linguistic Identity, Code Mixing, Language Contact, Language Acquisition, Language Policy, Multilingual Education.

DISCIPLINE SPECIFIC CORE (DSC) COURSES
SEMESTER-IV
DSC -10: NEUROLINGUISTICS
Total Credits: 04 (Credits: Theory-03, Tutorial-1)
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSC-10: NEUROLINGUISTICS

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		
Neurolinguistics DSC - 10	4	3	1	0	Graduation	Nil

Learning Objectives:

- The course introduces students to the organization and representation of language in the brain.
- It analyses language impairments caused by brain damage.
- The course discusses the organization of language in the brain.
- It analyses language impairments.
- It introduces students to various theories and models of neurolinguistics.
- It covers neurolinguistic aspects of various components of language such as phonology, morphology, lexical semantics, pragmatics;
- Techniques of investigating Aphasia, Agrammatism, and Dyslexia etc.

Learning Outcomes:

- By the end of the course, students will understand the organization of language in the brain;
- Have knowledge of the neurolinguistic aspects of various components of language
- Read primary research literature on key topics and interpret the results of the experiments
- Learn the research methodology for carrying out small research-oriented studies/ experiments.

SYLLABUS OF DSC-10 (SEMESTER-IV)

Unit I: Brain-language relationship **(9 hrs)**

- Basic concepts: Organization of language in the brain
- Structure and function of brain
- Aphasia case studies in bilingual brain
- Dyslexia and orthography.

Unit II: Models of brain-language relationship (12 hrs)

- Theoretical knowledge: various theories and models of neurolinguistics
- Connectionist models, Hierarchical models, Global models and Process models.

Unit III: Brain pathology and language breakdown (18 hrs)

- Methodology and Neurolinguistic Analysis
- Relating the conceptual and theoretical knowledge for investigating Aphasia, Agrammatism, and Dyslexia. Neurolinguistic aspects of various components of language in comprehension and production at different levels such as phonology, morphology, lexical semantics, pragmatics.

UNIT IV: Contemporary issues and trends (6 hrs)

- Overview of Contemporary Neurolinguistics; Various modern techniques to study brain in relation to language.
- Cerebral dominance theory in contemporary Neurolinguistics.

Essential/Recommended Readings:

Ingram, John C.L. (2007). Neurolinguistics: An introduction to spoken language and its disorders. Cambridge: Cambridge University Press.

Ahlsen, Elisabeth 2006. Introduction to Neurolinguistics. Amsterdam & Philadelphia: John Benjamins Pub. Co.

Arbib, A.; D. Caplan, and J.C. Marshall, (ed.).1982 Neural Models of Language Processes. New York: Academic Press.

Benson, D.F. 1979. Aphasia, Alexia and Agraphia. New York: Churchill living stone.

Caplan, D. (ed.) 1980. Biological Studies of Mental Process. Cambridge, Mass: MIT Press.

Caplan, David. 1987. Neurolinguistics and Linguistics Aphasiology. Cambridge: Cambridge University Press.

Dabrowska, Ewa. 2004 Language, Mind and Brain. Edinburgh: Edinburg University Press.

Dabrowska, Ewa. 1997. Language: Structure, Processing and Disorders. Cambridge, Mass: MIT Press.

Goodglass, H. 1993. Understanding Aphasia. San Diego: Academic Press.

Gordzinsky, Y. 1990. Theoretical Perspective on Language Deficits. Cambridge, Mass: MIT Press.46

Grodzinsky, Yosef; Lewis P. Shapiro and David Swinney (eds.) 2000. Language and the Brain. Representation and processing. San Diego: Academic Press.

Jakobson, R., 1968. Child Language, Aphasia and phonological Universals. The Hague: Mouton.

Lesser, R. 1978. Linguistic Investigations of Aphasia. New York: Elsevier.

Men, L. and Obler, L.K. 1990. Agrammatic Aphasia. Amsterdam: Benjamins.

Nicolson, Roderick I. and Angela J. Fawcett 2008. Dyslexia, Learners and the Brain. Cambridge, Massachusetts: MIT Press.

Northoff, Georg 2004. Philosophy of the Brain: The Brain Problem. Amsterdam & Philadelphia: John Benjamins Publication Co.

Peng, Fred C.C. 2005 Language in the Brain-- Critical Assessments. New York: Continuum, London.

Keywords: Aphasia, Dyslexia, Connectionist models, process models, cerebral dominance, Agrammatism.

Tutorial: Conduct a research-based project on Aphasia, Dyslexia and readings of several case studies on language disorders.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

SEMESTER-IV
DSE -17: SYNTAX SEMINAR
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSE-17: SYNTAX SEMINAR

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 Seminar DSE - 17	4	3	1	0	Graduation Degree	NIL

Learning Objectives:
The objective of this course is to emphasize the developments since the GB Theory, it equips the students to:

- understand biolinguistics approaches to studying syntax
- become aware of the post-1995 developments within the broader project of Minimalism
- observe different ways of establishing agreement
- be exposed to agreement phenomena of the world's languages

Learning Outcomes:

- After completion of the course, the student should be able to:
- appreciate the biolinguistics underpinnings of Minimalism
- compare various developments since the Minimalist Program
- evaluate the significance of the agreement phenomenon and mechanisms
- work out the derivations of agreement in different languages of the world

SYLLABUS OF DSE-17 (SEMESTER-IV)

UNIT 1: **Biolinguistics dimensions of Syntax** **(12 hrs)**

- Revisiting Poverty of Stimulation
- Evolution and Biolinguistics
- Faculty of Language

UNIT 2: **Post-Minimalist developments** **(12 hrs)**

- Minimalist Inquiries and Derivation by Phase
- Phase Theory
- Labelling and Problems of Projections

UNIT 3: **Agree and its various manifestations** **(12 hrs)**

- Multiple Agree

- Cyclic Agree
- Long-Distance agreement

UNIT 4: **Agreement in select languages** **(9 hrs)**

- Agreement in South Asian Language families
- Agreement in Algonquian languages
- Agreement in Bantu languages

Essential/ Recommended Readings

Béjar, Susana and Rezac, Milan. (2009). Cyclic Agree. *Linguistic Inquiry*. *40*(1), 35-73.

Berwick, Robert C., Pietroski, Paul, Yankama, Beracah. (2011). Poverty of stimulus revisited. *Cognitive Science*, 1207-1242.

Berwick, Robert C., Friederici, Angela D., Chomsky, Noam and Bolhuis, Johan J. (2012). Evolution, brain, and the nature of language. *Trends in Cognitive Sciences*, vol. *17*(2), 89-98.

Bhattacharya, Tanmoy. (2021). Optionality and variation in agreement in some Hindi participles. In Ghanshyam Sharma and John J. Lowe (Eds.), *Trends in South Asian Linguistics* (pp.77-118). Berlin: De Gruyter Mouton.

Bhattacharya, Tanmoy and Sharma, Jyoti. (2022). A Morphosyntactic Account of Agreement in Mara. In Andrew Nevins, Anita Peti-Stantić, Mark de Vos, and Jana Willer Gold (Eds.), *Angles of Object Agreement* (pp. 84-109). Oxford: Oxford University press.

Bhattacharya, Tanmoy. (2016). Inner/Outer Politeness in *Central Māgadhan Prākrit* Languages: Agree as Labeling. *Linguistics Analysis*, *40*(3-4), 297-336.

Chomsky, Noam. (2000). Minimalist Inquiries: The Framework. In Robert Martin, David Michaels and Juan Uriagereka (Eds.),*Step by Step: Essays in Minimalist Syntax in Honor of Howard Lasnik* (pp.89-155). Cambridge, MA: The MIT Press.

Chomsky, Noam. (2001). Derivation by Phase. In M. Kenstowicz (Ed.), *Ken Hale: A Life in Languages* (pp.1-52). Cambridge, MA: MIT Press.

Chomsky, Noam. (2002). An interview on minimalism. In A. Belletti & L. Rizzi (Eds.), *On Nature and Language* (pp. 92-161). Cambridge: Cambridge University Press.

Chomsky, Noam. (2006). On phases. In Robert Freidin, Carlos Otero, and Maria-Luisa Zubizaretta (Eds.), *Foundational Issues in Linguistic Theory*. Cambridge, MA: MIT Press.

Chomsky, Noam. (2012). Poverty of stimulus: Unfinished business. *Studies in Chinese Linguistics*. 33(1), 3-16.

Chomsky, Noam. (2013). Problems of projection. *Lingua, 130*, 33-49.

Chonmsky, Noam. (2017). Language architecture and its import for evolution. *Neuroscience and biobehavioral reviews*, *81*(Part B), 295–300.

Chomsky, Noam. (2021). Minimalism: Where are we now and where can we hope to go. *Gengo Kenkyu* (Journal of the Linguistic Society of Japan), *160*, 1-41.

Despíc, Miloje, Michael Hamilton, Sarah Murray. (2018). A Cyclic and Multiple Agree account: Person/number marking in Cheyenne. *NLLT*, *37*(1), 51-89.

Hauser, Marc. D., Chomsky, Noam., Fitch, W.Tecumseh. (2002). The Faculty of Language: What Is it, Who Has It, and How Did It Evolve? *Science*, *298*, 1569-1579.

Nevins, Andrew. (2011). Multiple agree with clitics: person complementarity versus omnivorous number. *Natural Language and Linguistic Theory*. *29*, 939–971.

Riedel, Kristina. (2009). *The Syntax of Object Marking in Sambaa: A comparative Bantu perspective*. LOT Publications.

van der Wal, Jenneke. (2015). Bantu Object Clitics and Defective Goals. *RRL*, *LX*(3), 277-296.

KEYWORDS: Biolinguistics, Phase, Agree, Labelling, Projection, Multiple/ Cyclic Agree.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES
SEMESTER-IV
DSE -18: SEMANTICS SEMINAR
Total Credits: 04 (Credits: Theory-03, Tutorial-1)
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSE-18: SEMANTICS SEMINAR

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 Seminar DSE - 18	4	3	1	0	Graduation	NIL

Learning Objectives:
The Learning Objectives of this course are as follows:

- to understand the building blocks of intensional semantics
- to become familiar with formalisms available within intensional semantics to analyse a diverse set of utterance types
- to be aware of the semantic computations at play in modal utterances, conditionals and questions.
- to analyse novel data from understudied languages using tools from intensional semantics

Learning Outcomes:

- By participating in this course, the student will:
- be able to understand the foundational assumptions of intensional semantics
- be able to correctly categorise different types of modals, conditionals and questions
- be able to apply methods from intensional semantics to analyse the meaning of complex sentence types such as propositional attitudes, modals, conditionals and questions
- be able to evaluate the strengths & limitations of intensional semantics using novel data

SYLLABUS OF DSE-18 (SEMESTER-IV)

UNIT 1: Introduction to Intensional Semantics **(9 hrs)**

- Basics of Intensional Semantics
- Propositional attitude sentences

UNIT 2: Semantics of Modals **(15 hrs)**

- Types of Modals
- Quantificational Semantics for Modals: Possible worlds
- Modal base, Context and Ordering source
- Evidentiality and Modality

UNIT 3: Semantics of Conditionals **(9 hrs)**

- Types of Conditionals
- Limitations of extensional analyses
- Interaction with Modality

UNIT 4: Semantics of Interrogatives **(12 hrs)**

- Questions as sets of propositions
- Embedding verbs and the scope of questions
- Embedded questions

Essential/ Recommended Readings

Coppock, Elizabeth, and Lucas Champollion. (2022). *Invitation to formal semantics*. Manuscript, Boston University and New York University.

Dayal, V. (2016). *Questions* (Vol. 4). Oxford University Press.

Heim, Irene, & Kratzer, Angelika (1998, paperback 2000). Semantics in generative grammar. Oxford: Wiley-Blackwell.

Lahiri, Utpal. *Questions and answers in embedded contexts*. Oxford Studies in Theoretical, 2002.

Partee, B. B., Ter Meulen, A. G., & Wall, R. (2012). *Mathematical methods in linguistics* (Vol. 30). Springer Science & Business Media.

Portner, Paul M., & Partee, Barbara H. (Eds.). (2002). *Formal semantics: The essential readings*. Oxford: Wiley-Blackwell.

Von Fintel, K., & Heim, I. (2011). *Intensional semantics*. Manuscript. Massachusetts Institute of Technology.

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

KEYWORDS:
Intensional semantics, Propositional Attitudes, Modals, Evidentials, Conditionals, Questions, Quantification, Possible Worlds, Modal base, Context, Ordering source, Set theory

DISCIPLINE-SPECIFIC ELECTIVE (DSE) COURSES
SEMESTER-IV
DSE-19: COGNITIVE LINGUISTICS SEMINAR
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSE-19: COGNITIVE LINGUISTICS SEMINAR

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		
COGNITIVE LINGUISTICS SEMINAR DSE-19	4	3	1	0	Graduation Degree	NIL

Course Description

This seminar course provides an advanced, research-oriented exploration of Cognitive Linguistics. It examines how human conceptual systems, perceptual architecture, cognitive mechanisms, and social cognition influence the structure and meaning of language. Drawing upon foundational theories, contemporary cognitive neuroscience, bilingual cognition, and cognitive development, the course equips students with tools to analyse language through mental models, conceptual categories, embodiment, attention, perception, and cultural cognition. The course is interdisciplinary, connecting linguistics with psychology, history, neuroscience, philosophy, anthropology, AI, and cognitive science.

Learning Objectives

The course aims to enable students to:

- understand foundational theories in cognitive semantics, embodiment, categorisation, and mental models
- learn how perception, attention, memory, and conceptual structures shape language
- explore bilingual cognition, conceptual development, and cross-cultural cognition
- integrate cognitive neuroscience findings into linguistic analysis
- apply cognitive-linguistic insights to studying human behaviour, communication, and social cognition

Learning Outcomes

- After completing the course, students will be able to:
- understand major theoretical frameworks in Cognitive Linguistics and their cognitive-scientific foundations
- analyse meaning, categorisation, metaphor, and grammar using cognitive models
- evaluate how perception, emotion, attention, and social cognition influence language behaviour
- apply cognitive-linguistic theories to multilingualism, development, and cross-cultural cognition

SYLLABUS OF DSE–19 (SEMESTER IV)

UNIT 1: Foundations of Cognitive Linguistics & Mental Models (12 hrs)

- The Cognitive Revolution: Historical Perspectives
- Mental Models and Human Reasoning
- Perception-Cognition Continuum
- The Faculty of Language and Mind
- Conceptual Structure and Categorisation
- Mental Spaces and Meaning Construction

UNIT 2: Embodiment, Perception, and Conceptual Structure (12 hrs)

- Embodied Cognition and Perceptual Symbol Systems
- Sensorimotor Foundations of Meaning
- Social Perception Pathways
- Lexicalisation and Cognitive Semantics
- Concept Learning and the Origin of Concepts
- Conceptual Blending Theory
- Colour Perception and Cognitive Development

UNIT 3: Bilingual Cognition, Social Cognition, and Cognitive Development (12 hrs)

- Bilingualism: Cognitive Costs, Benefits, and Neutral Effects
- Social Cognition and Meaning-Making
- Bilingual Processing and Cognitive Adaptation
- Early Conceptual Structure
- Cognitive linguistic implications for society, identity, and communication
- Cross-cultural cognition in language, colour, emotion, and classification
- Ageing, Expectation, and Subjective Cognition

UNIT 4: Indian Cognitive Traditions and Cultural Models, and Language (9 hrs)

- Cognition in multilingual and multicultural settings
- Classical Indian theories of language, meaning, and mind
- Sphoṭa, intention (vivakṣā), and cognitive access to meaning
- Indian models of perception, inference, and categorisation
- Yogic and Buddhist views on attention, consciousness, and mental processes
- Comparative insights: How Indian frameworks anticipate modern cognitive science

Essential / Recommended Readings

Barsalou, L. W. (1999). Perceptual symbol systems. *Behavioral and Brain Sciences, 22*(4), 577–660.

Bhartṛhari. (1964–1967). Vākyapadīya (Kāṇḍa I–III; K. A. Subramania Iyer, Ed.). Deccan College.

Bhartṛhari. (1995). Vākyapadīya: With the Vṛtti and English translation (K. A. Subramania Iyer & S. S. S. Sastri, Trans.). Motilal Banarsidass.

Bialystok, E. (2009). Bilingualism: The good, the bad, and the indifferent. *Bilingualism: Language and Cognition, 12*(1), 3–11.

Bialystok, E., Craik, F. I. M., & Luk, G. (2012). Bilingualism: Consequences for mind and brain. *Trends in Cognitive Sciences, 16*(4), 240–250.

Bronkhorst, J. (2001). The peacock's egg: Bhartṛhari on language and reality. *Philosophy East and West, 51*(4), 474–491.

Bronkhorst, J. (2009). Studies on Bhartṛhari, 9: Bhartṛhari and his Vedic tradition. In M. Chaturvedi (Ed.), *Bhartṛhari: Language, thought and reality. Proceedings of the International Seminar, Delhi, December 12–14, 2003* (pp. 99–117). Motilal Banarsidass.

Carey, S. (2009). *The origin of concepts*. Oxford University Press.

Eliade, M. (1969). *Yoga: Immortality and freedom*. Princeton University Press.

Fauconnier, G. (1994). *Mental spaces: Aspects of meaning construction in natural language*. Cambridge University Press.

Fauconnier, G., & Turner, M. (2002). *The way we think: Conceptual blending and the mind's hidden complexities*. Basic Books.

Frith, C. D. (2008). Social cognition. *Philosophical Transactions of the Royal Society B: Biological Sciences, 363*(1499), 2033–2039.

Gallese, V., & Lakoff, G. (2005). The brain's concepts: The role of the sensory-motor system in conceptual knowledge. *Cognitive Neuropsychology, 22*(3–4), 455–479.

Grosjean, F. (1989). Neurolinguists, beware! The bilingual is not two monolinguals in one person. *Brain and Language, 36*(1), 3–15.

Hill, N. L., Bhargava, S., Do, J., Bratlee-Whitaker, E., Brown, M. J., Komalasari, R., & Mogle, J. (2025). Just as expected? Older adults' ageing expectations are associated with subjective cognition. *Ageing & Mental Health, 29*(3), 444–451.

Johnson-Laird, P. N. (1983). *Mental models: Towards a cognitive science of language, inference, and consciousness*. Harvard University Press.

Kroll, J. F., & Bialystok, E. (2013). Understanding the consequences of bilingualism for language processing and cognition. *Journal of Cognitive Psychology, 25*(5), 497–514.

Kuan, T. F. (2012). Cognitive operations in Buddhist meditation: Interface with Western psychology. *Contemporary Buddhism*, *13*(1), 35-60.

Lakoff, G. (1987). *Women, fire, and dangerous things: What categories reveal about the mind*. University of Chicago Press.

Langacker, R. W. (1987). *Foundations of cognitive grammar: Vol. 1. Theoretical prerequisites*. Stanford University Press.

Mandler, J. M. (2004). *The foundations of mind: Origins of conceptual thought*. Oxford University Press.

Maule, J., Skelton, A. E., & Franklin, A. (2023). The development of color perception and cognition. *Annual Review of Psychology, 74*(1), 87–111.

Miller, G. A. (2003). The cognitive revolution: A historical perspective. *Trends in Cognitive Sciences, 7*(3), 141–144.

Pillai, E. R. (1971). *Studies in the Vākyapadīya: The Vākyapadīya (Original text of Canto I and II with English translation, summary of ideas, and notes)*. Motilal Banarsidass.

Pitcher, D., & Ungerleider, L. G. (2021). Evidence for a third visual pathway specialised for social perception. *Trends in Cognitive Sciences, 25*(2), 100–110.

Pulvermüller, F. (1999). Words in the brain's language. *Behavioral and Brain Sciences, 22*(2), 253–336.

Raffone, A., & Srinivasan, N. (2010). The exploration of meditation in the neuroscience of attention and consciousness. *Cognitive processing*, *11*(1), 1-7.

Raffone, A., Tagini, A., & Srinivasan, N. (2010). Mindfulness and the Cognitive Neuroscience of Attention and Awareness. *Zygon*, *45*(3), 627-646.

Sedlmeier, P., & Srinivas, K. (2016). How do theories of cognition and consciousness in ancient Indian thought systems relate to current Western theorizing and research?. *Frontiers in Psychology*, *7*, 343.

Tacca, M. C. (2011). Commonalities between perception and cognition. *Frontiers in Psychology, 2*, Article 358.

Talmy, L. (1985). Lexicalization patterns: Semantic structure in lexical forms. In T. Shopen (Ed.), *Language typology and syntactic description: Vol. III. Grammatical categories and the lexicon* (pp. 57–149). Cambridge University Press.

Thompson, E. (2015). *Waking, dreaming, being: Self and consciousness in neuroscience, meditation, and philosophy*. Columbia University Press.

KEYWORDS:

Cognitive Linguistics, Embodiment, Mental Models, Categorisation, Conceptual Structure, Bilingual Cognition, Social Cognition, Concept Learning, Cognitive Semantics, Perception, Cultural Cognition.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES
SEMESTER-IV
DSE - 20: SENTENCE PROCESSING SEMINAR
Total Credits: 04 (Credits: Theory-03, Tutorial-1)
Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

DSE-20: SENTENCE PROCESSING SEMINAR

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		
Sentence Processing Seminar DSE-20	**4**	**3**	**1**	**0**	**Graduation**	**NIL**

Learning Objectives:

The Learning Objectives of this course are as follows:

- To understand how differences in foundational assumptions between syntax and sentence processing shape the continuum between experimental syntax and syntactic processing.
- To understand how knowledge of language is deployed by users of a language in real time for specific empirical phenomena cross-linguistically
- To become familiar with the role of individual and group level differences in identifying characteristics of sentence processing in distinct populations
- To become adept at handling the complete pipeline of data collection and analysis in sentence processing, from choosing appropriate designs for hypothesis testing to inferential statistical analysis

Learning Outcomes:

- By participating in this course, the student will:
- be able to demonstrate critical understanding of the theoretical debates at the interface of syntax and processing across a range of syntactic structures
- be able to understand the importance of incorporating empirical findings from a diverse set of languages and grammar types for evaluating theories in sentence processing
- be able to understand the importance of incorporating empirical findings from diverse populations for evaluating theories in sentence processing
- be able to plan and execute a complete experiment to test hypotheses in sentence processing using appropriate software
- be able to analyse original data using the statistical programming environment R to provide descriptive and inferential statistics for the dataset.

SYLLABUS OF DSE-20 (SEMESTER-IV)

UNIT 1: Syntactic Processing and/or Experimental Syntax **(15 hrs)**

- Constraints on Binding and referential processing
- Production and Comprehension of Agreement
- (In)violable grammatical constraints and parsing: Islands

UNIT 2: Sentence Processing Cross-Linguistically **(9 hrs)**

- Processing Word Order: head-final and head-initial languages, (un)marked word order
- Morphosyntactic processing: examining morphologically diverse languages

- Top-down and Bottom-up parsing of long-distance dependencies

UNIT 3: Sentence Processing in Other Populations **(9 hrs)**

- Sentence processing during Acquisition
- Sentence processing in individuals with language impairment
- Individual differences in processing

UNIT 4: Ethical Experiment Design, Hypothesis testing, Statistical analysis **(12 hrs)**

- Ethical considerations in research with human subjects
- Collecting 'online' psycholinguistic data in PCIbex, Linger
- Data visualization, descriptive statistics and inferential statistics in R

Essential/ Recommended Readings

Acuña-Fariña, Carlos. (2024). *Syntactic Processing: An Overview.* Routledge.

Baayen, R. H. (2008). *Analyzing linguistic data: A practical introduction to statistics using R.* Cambridge: Cambridge University Press.

Navarro, D. J. (2013). *Learning Statistics with R.* Australia: Lulu Press, Incorporated. https://learningstatisticswithr.com/

Sprouse, J. (Ed.). (2023). *The Oxford handbook of experimental syntax.* Oxford University Press.

Traxler, M., & Gernsbacher, M. A. (Eds.). (2011). *Handbook of psycholinguistics.* Elsevier.

Van Gompel, R. P. (Ed.). (2013). *Sentence processing.* Psychology Press.

Vasishth, S., Schad, D., Bürki, A., & Kliegl, R. *Linear Mixed Models in Linguistics and Psychology: A Comprehensive Introduction.* Manuscript. University of Potsdam. https://vasishth.github.io/Freq_CogSci/

Zehr, J., & Schwarz, F. (2018). PennController for Internet Based Experiments (IBEX). https://doi.org/10.17605/OSF.IO/MD832

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

KEYWORDS:

Syntactic Processing, Experimental Syntax, Binding, Referential processing, Agreement, Islands, Word order, Headedness, Morphosyntactic diversity, Top-down, Bottom-up, Acquisition, Language Impairment, Individual Differences, PCIbex, Linger, Hypothesis testing, Descriptive Statistics, Inferential Statistics

DISCIPLINE SPECIFIC ELECTIVE
SEMESTER-IV
DSE-21: Historical Linguistics Seminar
Total Credits: 04 (Credits: Theory-03, Tutorial-1)
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSE-21: Historical Linguistics Seminar

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		
Historical Linguistics Seminar DSE -21	4	3	1	0	Graduation	NIL

Learning Objectives:
This course provides

- Advanced understanding of theories and methods in historical linguistics.
- Deeper engagement with reconstruction, grammaticalization, and language contact.
- Skills to critically analyse long-term linguistic change using cross-linguistic data.
- Exposure to current debates, research tools, and methodologies in historical linguistics.

Learning Outcomes:

- Apply advanced reconstruction techniques and evaluate competing hypotheses.
- Analyse data from related languages using modern comparative frameworks.
- Understand and illustrate complex mechanisms such as cyclic change, reanalysis, and contact-induced change.
- Engage with contemporary research trends and scholarly discussion in historical linguistics.

SYLLABUS OF DSE 21: HISTORICAL LINGUISTICS SEMINAR (Semester-IV)

UNIT–I: Advanced Theories of Sound Change (12 hours)

- Mechanisms beyond basic sound laws: chain shifts, mergers, splits, lexical diffusion.
- Neogrammarian hypothesis vs. usage-based and exemplar-theoretic models.
- Frequency effects, analogy, and gradient vs. categorical change.
- Complex sound changes from Indo-European, Dravidian, and other families.

UNIT–II: Reconstruction: Beyond the Basics (12 hours)

- Internal reconstruction combined with comparative method.
- Evaluating proto-phoneme systems: economy, symmetry, naturalness.
- Reconstruction of morphology and syntax: methodological challenges.

UNIT–III: Grammaticalization and Morphosyntactic Change (12hours)

- Principles of grammaticalization: bleaching, reanalysis, unidirectionality debate.
- Cycles of change: Jespersen Cycle, renewal, morphologization.
- Syntactic change in historical perspective: word order shifts, clause restructuring.

UNIT–IV: Language Contact and Historical Change (9 hours)

- Contact-induced change: borrowing, convergence, interference, shift-induced change.
- Areal linguistics: linguistic areas, diffusion, and areal features.
- Mixed languages, creoles, and the problem of identifying genetic relationships.

Essential/Recommended Readings:

Campbell, L. (2013). *Historical Linguistics: An Introduction*. MIT Press.

Hock, H. H. & Joseph, B. D. (2009). *A Course in Historical Linguistics*. Mouton de Gruyter.

Joseph, B. D. & Janda, R. (Eds.). (2003). *The Handbook of Historical Linguistics*. Blackwell.

Heine, B. & Kuteva, T. (2002). *World Lexicon of Grammaticalization*. Cambridge University Press.

Trask, R. L. (1996). *Historical Linguistics*. Arnold.

Ringe, D. & Eska, J. (2013). *Historical Linguistics: Toward a Twenty-First Century Reintegration*. Cambridge University Press.

Tutorial:

Exercises on borrowing.
Analysing morphological changes.
Analysing syntactic changes

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES
SEMESTER-IV
DSE-22: Pāṇinian Linguistics
Total Credits: 04 (Credits: Theory-03, Tutorial-1)
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

DSE-22: Pāṇinian 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		
Pāṇinian Linguistics DSE - 22	4	3	1	0	Graduation	NIL

Learning Objectives:

This course provides

- Advanced understanding of theories and methods in historical linguistics.
- Deeper engagement with reconstruction, grammaticalization, and language contact.
- Skills to critically analyse long-term linguistic change using cross-linguistic data.
- Exposure to current debates, research tools, and methodologies in historical linguistics.

Learning Outcomes:

- Apply advanced reconstruction techniques and evaluate competing hypotheses.
- Analyse data from related languages using modern comparative frameworks.
- Understand and illustrate complex mechanisms such as cyclic change, reanalysis, and contact-induced change.
- Engage with contemporary research trends and scholarly discussion in historical linguistics.

Syllabus of DSE- 22: Pāṇinian Linguistics (Semester-IV)

UNIT–I: Fundamentals of Pāṇinian Grammar **(12 hours)**

- Pāṇini's model of grammar
- Objectives and underlying principles of grammar
- Pāṇini's meta-language

UNIT–II: Pratyāhāras, Sound System, and Sandhi **(15 hours)**

- Śiva-sūtras
- Pratyāhāra system
- Types of *sandhi*

UNIT–III: Morphology and Word Formation in the Aṣṭādhyāyī **(9 hours)**

- Basics of derivation (*prakriyā*): root, stem, affixes (*pratyaya*).
- *Taddhita* and *kṛdanta*
- Case endings (*sup* affixes) and verb conjugation (*tiṅ* affixes).

UNIT–IV: Artha and Vākya **(9 hours)**

- Kāraka Theory
- Concept of artha and nature of *vākya*
- Theory of Sphoṭa and Apoha

Essential Readings:

Cardona, G. (1997). *Pāṇini: A Survey of Research*. Motilal Banarsidass.
Cardona, G. (1988). *Pāṇini: His Work and Its Traditions*. Motilal Banarsidass.
Kiparsky, P. (1994). "Pāṇinian Linguistics" (various papers).
Deshpande, M. (1997). *Sanskrit and Pāṇinian Linguistics*.
Joshi, S. D. & Roodbergen, J. A. (eds.). *Aṣṭādhyāyī of Pāṇini* (selected chapters).
Subrahmanyam, P. S. (2011). *Pāṇinian Linguistics*. Rashtriya Sanskrit Vidyapeetha.
Kapoor, Kapil (2005). *Dimensions of Pāṇini Grammar: The Indian Grammatical System*. D. K. Printworld.
Raja, Kunjunni (1977). *Indian Theories of Meaning*. Adyar Library and Research Centre.

Tutorial:

Analyzing karakas of Indian languages
Integrating the concepts of Panini with modern linguistics
Exercises on derivational processes.



GENERAL ELECTIVE (GE) COURSES
SEMESTER-IV
GE-8: Language Documentation
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

GE-8: Language Documentation

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 Documentation GE - 8	4	3	1	0	Graduation Degree	NIL

Learning Objectives
This course aims to:

- introduce students to the principles and practices of language documentation
- develop awareness of the importance of documenting endangered and under-described languages
- provide training in data collection, elicitation, and archiving methods
- familiarise students with tools, technologies, and ethical considerations in documentation
- develop basic skills in transcribing, annotating, and organizing linguistic data
- encourage interdisciplinary appreciation of language as a cultural, cognitive, and social resource

Learning Outcomes
After completing this course, students will be able to:

- understand the purpose and scope of documenting languages
- identify components of a language documentation project
- collect and organise linguistic and cultural data using ethical guidelines
- use basic transcription and annotation tools
- prepare simple documentation outputs such as wordlists, narratives, and metadata
- appreciate the sociocultural and ecological value of languages

SYLLABUS OF GE- 8 (SEMESTER–IV)

UNIT 1: Introduction to Language Documentation **(9 hrs)**

- Nature, goals, and scope of language documentation
- Language endangerment and global linguistic diversity
- Difference between language description and documentation
- Speech communities, cultural contexts, and the value of preserving linguistic heritage

UNIT 2: Methods of Data Collection **(12 hrs)**

- Fieldwork essentials: planning, community entry, rapport building
- Participant observation, interviews, and naturalistic recording

- Elicitation techniques for describing sound, word, and sentence levels
- Working with consultants and understanding community expectations
- Ethical issues: consent, reciprocity, data ownership, copyright

UNIT 3: Tools and Technologies for Documentation **(12 hrs)**

- Recording devices: audio and video tools
- Metadata creation and annotation basics
- Digitisation and preservation of oral traditions, stories, songs, and rituals

UNIT 4: Documentation and Archiving **(12hrs)**

- Phonetic and phonological data: sounds, inventories, minimal pairs
- Morphological and lexical data: wordlists, paradigms, semantic domains
- Syntactic data: basic sentence types, grammatical relations
- Narrative documentation: oral histories, procedural texts, folklore
- Relationship between language structure and documentation practice
- Preparing datasets for long-term preservation

Essential / Recommended Readings

Austin, Peter K. (2010). *Current Issues in Language Documentation.*

Bowern, Claire. (2015). *Linguistic Fieldwork: A Practical Guide.*

Crowley, Terry. (2007). *Field Linguistics: A Beginner's Guide.*

Gibson, Hannah & Nordlinger, Rachel. (2014). *ELAN for Linguists.*

Himmelmann, Nikolaus. (1998). "Documentary and Descriptive Linguistics." *Linguistics.*

Woodbury, Anthony. (2011). "Language Documentation." In *Oxford Handbook of Linguistic Analysis.*

Rice, Keren. (2006). "Ethical Issues in Linguistic Fieldwork." *Journal of Academic Ethics.*

GENERIC ELECTIVE (GE) COURSES
SEMESTER - IV
GE-9: Pragmatics
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

GE-9: 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		
Pragmatics GE - 9	4	3	1	0	Graduation Degree	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- to define pragmatics and be aware of the history of its origin;
- to understand importance of indexicality and deixis in pragmatics;
- to be familiar with conversational implicature and speech acts;
- to be exposed to discourse and conversational analyses.

Learning Outcomes:

By participating in this course, the student will:

- be able to demonstrate understanding of Indexicality and Deixis in pragmatics;
- be able to distinguish between Gricean and Post-Gricean theories of implicature;
- to be able to recognize uses of indirect speech acts and turn-taking in conversation;
- to be able to apply theories of politeness, across cultures.

SYLLABUS OF GE- 9 (Pragmatics) (SEMESTER-IV)

UNIT 1: **Introduction to Pragmatics** **(12 hrs)**

- Origin of Pragmatics
- Defining Linguistic Pragmatics
- Indexicality and Deixis

UNIT 2: **Conversational Implicature** **(12 hrs)**

- Grice's theory of implicature
- Types of implicature
- Post-Gricean implicature

UNIT 3: **Speech Acts** **(12 hrs)**

- Philosophical background
- Syntactic and semantic problems
- Indirect speech acts and context-change theory

UNIT 4: **Conversational Structure** **(9 hrs)**

- Discourse and conversational analyses
- Turn-taking
- Politeness, face and impoliteness: Cross-cultural comparison

Essential/ Recommended Readings

Austin, J.L. (1962). *How To Do Things With Words: the William James lectures delivered at Harvard University in 1995*. Oxford: Oxford University Press.

Bar-Hillel, Y. (1971). Out of the pragmatic wastebasket. *Linguistic Inquiry*, 2, 401-7.

Birner, Betty. (2016). *Introduction to Pragmatics*. Wiley-Blackwell.

Blakemore, D. (2002). *Relevance and Linguistic Meaning: the semantics and pragmatics of discourse markers*. Cambridge: University of Cambridge Press.

Blum-Kulka, S., House, J. and Kasper, G. (Eds.) (1989). *Cross-cultural Pragmatics: requests and apologies*. Norwood, NJ: Ablex.

Brown, P. and Levinson, S.C. (1987). *Politeness: Some universals in language usage*. Cambridge: University of Cambridge Press.

Carston, R. (2002). *Thoughts and Utterances: the Pragmatics of Explicit Communication*. Oxford: Blackwell.

Goffman, E. (1967). *Interaction Ritual: essays on face-to-face behaviour*. New York: Anchor Books.

Grice, H.P. (1975). Logic and Conversation. In P. Cole and J.L. Morgan (Eds.), *Syntax and Semantics 3: speech acts* (pp. 41-58). New York: Academic Press.

Horn, L.R. and Ward, G. (Eds.) (2004). *The Handbook of Pragmatics*. Oxford: Blackwell.

Levinson, S.C. (1983). *Pragmatics*. Cambridge: University of Cambridge Press.

Schegloff, E.A. (1999). Discourse, pragmatics, conversation, analysis.*Discourse Studies*, *1*(4), 405-35.

Searle, J.R. (1969). *Speech Acts*. Cambridge: University of Cambridge Press.

Sperber, D. and Wilson, D. (1986). *Relevance: cognition and communication*. Oxford: Blackwell.
Stalnaker, R.C. (1974). Pragmatic presupposition. In M.K. Munitz and P.K. Unger (Eds.), *Semantics and Philosophy* (pp. 197-214). New York: New York University Press.

KEYWORDS: Indexicality, Deixis, Implicature, Speech Acts, Conversational Analyses, Politeness.

SKILL BASED COURSE (SBC)
SEMESTER-IV
SBC-5: Linguistic Translation
Total Credits: 02 (Credits: Theory-1, Tutorial-1, Practical-0)
Total Hours: 30 hrs
Duration: 8 weeks

SBC-5: Linguistic Translation

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 Translation SBC – 5	2	1	1	0	Graduation	NIL

Learning Objectives:
This course provides:

- Foundational knowledge of translation theories and processes.
- Understanding of linguistic and cultural transfer between languages.
- Hands-on experience with practical translation tasks across genres.
- Exposure to real-world translation applications such as subtitling, dubbing, media and digital content

Learning Outcomes:
By the end of this course, students will:

- Understand basic translation concepts, types, and methodologies.
- Apply translation strategies across different text types.
- Use translation skills in media, films, subtitling, and professional content.
- Produce clear, accurate translated texts with proper editing and proofreading.

SYLLABUS OF SBC- 5 (SEMESTER-IV)

UNIT–I: Foundations of Translation **(12 hrs)**

- Meaning, definition, and scope of translation.
- Types of translation: literal, free, communicative, idiomatic, cultural translation.
- *Anusarana, Anukarana, Anuvāda.*
- Equivalence, accuracy, context, tone, style, register.
- Common challenges: cultural references, idioms, metaphors, ambiguity.
- Practice-based exercises: translating short texts, dialogues, simple narratives.

UNIT–II: Applied and Professional Translation Skills **(12 hrs)**

- Translation in media: film dialogues, subtitles, dubbing, voice-over techniques.
- Translation for digital platforms: websites, apps, OTT, social media content.
- Functional and professional translation: news, advertisements, brochures, academic texts.
- Editing, proofreading, and quality assessment in translation.
- Practical project: subtitling a short clip, translating scenes, preparing bilingual materials.

Essential/Recommended Readings

Bassnett, S. (2014). *Translation Studies*. Routledge.
Nida, E. & Taber, C. (2003). *The Theory and Practice of Translation*. Brill.
Baker, M. (2011). *In Other Words: A Coursebook on Translation*. Routledge.
Catford, J. C. (1965). *A Linguistic Theory of Translation*. Oxford University Press.
Munday, J. (2016). *Introducing Translation Studies*. Routledge.
Newmark, P. (1988). *A Textbook of Translation*. Prentice Hall.

Keywords: Translation, Editing. Proofreading, Target language, Source Language, etc.

विभागाध्यक्ष / Head
भाषा विज्ञान विभाग / Department of Linguistics
दिल्ली विश्वविद्यालय / University of Delhi
दिल्ली-110007 / Delhi-110007