

DEPARTMENT OF LINGUISTICS

School of Languages



M.A. – Linguistics

CURRICULUM -2022

Based on National Education Policy-2020

Date of BoS.....

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Preamble

The emergence of the Curriculum Framework-2022¹ is to actualize the contextual need of the nation. Since Independence, we as Indian citizens have dreamt of our nation becoming a *Vishwa-Guru*, through de-colonizing the Indian Mind, Culture and Knowledge.

With these imperatives, NEP-2020 has provided an opportunity to re-visit the entire existing knowledge discourse with *Rurban and Glo-cal* framework for making *self-reliant* Individual, Community and Nation.

Dr. Harisingh Gour Vishwavidyalaya, Sagar is committed to play its potential role to transform the nation through education. The Curriculum Framework-2022 is an attempt to address the contemporary challenges and serve the nation with the vision of NEP-2020. The NEP-2020 notes that “higher education significantly contributes towards sustainable livelihoods and economic development of the nation” and as India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.”

Dr. Harisingh Gour Vishwavidyalaya, Sagar, is known as an organic institution of excellence for learning, teaching and research in the domain of higher education. The utmost quest of the Vishwavidyalaya, is to serve the nation through empowering learners.

Being the oldest university of the state and as well as a Central University it is mandated to act as the architect of shaping the knowledge economy through developing and nurturing humane excel with purity of *Ends and Means*. From its inception, the University has always designed curricular framework & pedagogical practices for the undergraduates, in a constructive, meaningful and innovative manner on the regular basis.

The Education Commission (1964-66) professed, “**The destiny of India is now being shaped in her classrooms**”. The idea of classroom is always visualized with emancipatory pedagogic creed, text and context, which requires regular changes in the curriculum.

In this reference, university has idealized and developed the Curriculum Framework-2022 in accordance with the changing nature of the discipline/s, opportunities offered by new learning technologies, trends in employability, changing expectations of professional and academic bodies in-tune with philosophy and objectives of NEP-2020.

The outcome of this entire exercise undertaken by the university is the Curriculum Framework-2022. This framework not only follows the NEP-2020 in *toto*, but also creates an environment for pedagogy of possibilities to attract the young minds towards teaching, research, innovation, internship, community outreach, entrepreneurship and dissemination of human knowledge and practice. The university has been working relentlessly questing for excellence in higher education since its inception, and Curriculum Framework-2022 is a declaration to take this rich tradition ahead in the new millennium on the historic completion of the Kaustubh Year (Platinum Jubilee Year).

CURRICULUM FRAMEWORK BASED ON NATIONAL EDUCATION POLICY (NEP)-2020

NEP-2020 has conceptualized the idea to develop well-rounded competent individuals for making the nation a self-reliant and global leader. In the same spirit, the university has developed a curriculum framework to encompass the goals of NEP – 2020. The curriculum framework has incorporated choice of subject/disciplines of study, creating academic pathways having constructive combinations of disciplines for study with multiple entry and multiple exit points. It also focuses upon experiential learning for students by incorporating multidisciplinary and skill enhancement courses with actual Hands on training in the recent and trending aspects of the area concern.

1. Outline of the Curriculum Framework:

Academic Credit –An academic credit is a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

Courses of Study – Courses of the study indicate pursuance of study in a particular discipline. Every discipline shall offer three categories of courses of study as given below:

- a. Discipline Specific Major (DSM)**-This course will be pursued by a student as a mandatory requirement of his/her programme of study. Discipline Specific Major shall be the core credit course of that particular discipline which will be appropriately graded and arranged across the semesters of study, being undertaken by the student, with multiple exit options as per NEP 2020. The Discipline Specific Major specified in the framework would be identified by the concerned Department as core/major courses to be taught in a Programme.
- b. Multidisciplinary Major (MDM)** –This is the course of study that will be based on the multidisciplinary nature of various underlying streams. The course will be proposed by the course coordinator (s) on the basis of his/her/their expertise in teaching and research in the frontier areas of their subject.
- c. Ability Enhancement Course (AEC), Skill Enhancement Course (SEC) & Value Enhancement Course (VEC)**

These three courses shall be a pool of courses offered by all the Departments in groups of odd and even semesters from which students can choose. A student who desires to make Academic Project/Entrepreneurship as Minor has to pick the appropriate combination of courses of SEC, VEC, & Internship/ Apprenticeship/Project/ Community (IAPC) which shall be offered in the form of various modules as specified in the scheme of studies.

- **AEC**-Ability Enhancement courses are the courses based upon the content that leads to knowledge enhancement through various areas of study. These include, but are not limited to, Language and Literature, Environmental Science, Sustainable Development etc., which will be mandatory for all disciplines.

- **SEC**-Skill Enhancement courses are skill-based courses aimed at providing hand's on training, competencies, proficiency and skills to students. SEC courses may be chosen from a pool of courses designed to provide skill-based instruction. Every discipline may provide skill-based courses, some of which may be offered to students of its discipline, while the rest can be open to students of all other disciplines.
- **VEC**-Value Enhancement courses are common pool of courses offered by different disciplines and aimed towards personality building; embedding ethical, cultural and constitutional values; promote critical thinking, **Indian Knowledge Systems**, scientific temperament, communication skills, creative writing, performing arts, classical and folk music, folk literature, ethno medicine, yoga, presentation skills, sports & physical education and team work which will help in all round development of students.

2. Qualification Type and Credit Requirements:

Qualifications are formal awards such as **Certificate**, **Diploma** or a **Degree** which are awarded by the university in recognition of the attainment by students of the expected learning outcomes on the successful completion of a particular programme. These are awarded after an assessment and evaluation of learning levels conducted by a competent body that determines the achievement of the students of the expected learning outcomes.

Proposed Course Structure of the Academic Programme with Multiple Entry- Multiple Exit Framework as per the UGC Guidelines & NEP-2020

Semester	Entry Point	Level	Type of Award	Minimum Mandatory Credits*	Exit Point
Under Graduate Programme					
I	Entry	L5	Undergraduate Certificate in the field of study/discipline	20	
II				40	Exit
III	Entry	L6	Undergraduate Diploma in the field of study/discipline	60	
IV				80	Exit
V	Entry	L7	Bachelor of (field of Discipline/ Multidisciplinary course Study)	100	
VI				120	Exit
VII	Entry	L8	Bachelor Degree (in the field of Discipline Major or Multidisciplinary course Study)	140	
VIII			Bachelor (Research Degree)	160	Exit
Post Graduate Programme					
IX	Entry	L8	Post Graduate Diploma	180	
X		L9	Master Degree	200	Exit

***Each Semester from L5 to L9 (Total 10 Semesters) carries Minimum 20 Credits. Cumulative Credits are indicated in the table.**

3. **Detailed Course Structure of the Postgraduate Programme (Suggestive):**

Level: 8			
Semester -I			
Name of the course	Course Code	Course Title	Credits
Discipline Specific Major-1	SUB-DSM-121		6
Discipline Specific Major-2	SUB-DSM-122		6
Multidisciplinary Major 3	SUB-MDM-121		6
Skill Enhancement Course	SUB-SEC-121		4
Total Credits			22
Semester –II			
Name of the course	Course Code	Course Title	Credits
Discipline Specific Major-1	SUB-DSM-221		6
Discipline Specific Major-2	SUB-DSM-222		6
Multidisciplinary Major 3	SUB-MDM-221		6
Skill Enhancement Course	SUB-SEC-221		2
Total Credits			22
Total Credits (Semester –I & II)			44
Exit with PG Diploma			

Note: Minimum 20 Credits required in each semester.

Postgraduate Curriculum Framework for M.A. Linguistics

(As Per NEP: 2020)

1. About the Department

The Department of Linguistics was established on 1st October, 1959 under the guidance and leadership of Prof. Babu Ram Saxena invited for the same by Pandit Dwarka Prasad Mishra, the then Vice Chancellor of this University. This University was the seventh University of India to establish the Department of Linguistics and to teach Linguistics at Undergraduate and Postgraduate levels. Besides Prof. Babu Ram Saxena, the other founder faculty members of this department were Prof. Ramesh Chandra Mahrotra and Prof. Devi Shankar Dwivedi who joined the department as lecturers. Presently, the department is in the headship of Prof. Chanda Bain, Department of Hindi. The three faculties namely Dr. Abhigyan Dwivedi, Dr. Bablu Ray and Dr. Arvind Kumar Gautam are actively engaged in the teaching and research works at the department.

2. Name of the Programme: Postgraduate Programme in Linguistics

3. About the Programme:

The undergraduate course, **M.A. Linguistics** has been designed as per the curriculum framework of NEP – 2020. It basically aims at teaching the basics of language, communication and linguistics. The Discipline Specific Majors courses have been designed to provide the in-depth knowledge of linguistics. Further, Multi-Disciplinary Majors which are inter/multidisciplinary in nature have been designed in such a way that can be opted by any discipline of students. As per the need of NEP-2020, this programme also includes Skill Enhancement Courses which are designed in such a way that would enhance the skill of linguistic analysis of the languages. Some of the courses of these types include Phonetic Transcription, Linguistic Analysis of Language, and Translation etc. In fact, the syllabus of undergraduate course has been designed to cater the need of the NEP-2020. Moreover, the undergraduate course in linguistics will not only nurture the mind of young students with the knowledge of language and linguistics but it will also leave them inquisitive for further study in this field.

4. Objectives of the Programme

- i. Linguistics Programme focuses on comprehensive knowledge about language and its structure and use.
- ii. Comprehensive knowledge and understanding of major concepts, theoretical principles and experimental findings in Linguistics and its different subfields (Phonetics, Phonology, Morphology, Syntax, Semantics, Sociolinguistics, Psycholinguistics and Historical Linguistics/Language Change), and other related fields of study, including broader interdisciplinary subfields such as Philosophy, Psychology and Social Sciences.
- iii. Ability to use modern instrumentation for Linguistic analysis and descriptions.
- iv. This programme enables the students to approach Languages scientifically in terms of their structure and meaning. Further, this programme focuses on the technicality of employing the language in fields such as Business, Computer Science, Translation, Culture, Teaching, and Learning, Psychology and Dictionary Making.
- v. This programme has been engineered to learn about the structure of endangered languages and how to documenting such languages.

5. Programme Learning Outcomes:

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

- i. Approach Languages scientifically in terms of their structure, meaning and focuses on comprehensive knowledge about language and its structure and use.
- ii. Understand and articulate general issues concerning the nature & function of language. These include the basic mechanisms common to all languages: The domains of phonetics, phonology, morphology, syntax, semantics, and pragmatics.
- iii. Analyze specific sounds & understand the systematic properties of the sound system.
- iv. Compare and contrast languages in terms of systematic differences in phonetics, phonology, morphology, syntax, semantics, and pragmatics.
- v. Understanding of the social functions of language and the roles they play in culture.
- vi. Understanding and appreciation of how language and communication work to affect the socio-cultural world.
- vii. Understand, appreciate and analyze the role of language in everyday interactions.
- viii. Understanding of language variation, including historical and social and regional dialects.
- ix. Understanding of the equality of all linguistic codes (languages, dialects, varieties, etc.).
- x. Ability to understand and evaluate current research methodologies and how they are applied to problems in linguistics.

6. Teaching Learning Approach

Mainly this programme will transact the under given pedagogic approach-

- a. Lecture/ Seminar format
- b. Demonstration
- c. Reading/written assignments and Field Projects
- d. Group Discussions/ Tutorial
- e. Community Visit
- f. Project work
- g. Field Visit/ Survey/ Dissertation

7. Assessment

The learner in this programme will be assessed throughout the duration of the programme in a formative and summative evaluations i.e. Mid (I & II) and End Semester examinations. To be eligible to appear in End Semester examination a student must appear in Mid semester examinations along with 75 percent attendance in classroom processes. The details of the assessment with the distribution of marks is as follows:

(A) Scheme of Examination

(a)	Mid Semester Examination	:	20 Marks
(b)	Internal Assessment	:	20 Marks
(c)	End Semester Examination	:	60 Marks

Total : 100 Marks

(B) Assessment

-Internal Assessment will be done on the basis of one of the given methodologies:

- (i) Assignment
- (ii) Presentation
- (iii) Group Discussion

-The distribution of marks for the Internal Assessment will be as follows:

- (i) Evaluation of the assignment, Presentation,

group discussion etc. : 15 Marks

(ii) Attendance : 05 Marks*

*The marks for attendance shall be awarded as follows:

- (i) 75 % and below : 00 Mark
- (ii) > 75% and upto 80% : 01 Marks
- (iii) > 80% and upto 85% : 02 Marks
- (iv) > 85% and upto 90% : 03 Marks
- (v) > 90% and upto 95% : 04 Marks
- (vi) > 95% : 05 Marks

M.A. Linguistics Syllabus
(As Per NEP 2020 Curriculum Framework)
Details of courses with credits

Semester	Nature of the Course	Courses	Course Title	Credits
L-8 Entry SEM -I	Discipline Specific : Major-1	LNG-DSM-121	Introduction to Linguistics	06
	Discipline Specific: Major-2	LNG-DSM-122	Phonetics	06
	Multi-Disciplinary : Major-3	LNG-MDM-121	Applied Linguistics	06
	Skill Enhancement Course (SEC)	LNG-SEC-121	Language Teaching and Testing	04
				22
SEM -II	Discipline Specific : Major-1	LNG-DSM-221	Phonology	06
	Discipline Specific: Major-2	LNG-DSM-222	Morphology	06
	Multi-Disciplinary : Major-3	LNG-MDM-221	Lexicography	06
	Skill Enhancement Course (SEC)	LNG-SEC-221	Introduction to Linguistic Analysis	04
				44
				Exit with PG Diploma

L-8 Entry

MA Semester-I

Discipline Specific: Major-1

Course Code – LNG-DSM-121

Course Title – Introduction to Linguistics

L T P C

5 1 0 6

Total Lectures/Hrs.: 90

Course Objectives:

The main objective of this paper is to introduce students with the concepts of language and its various dimensions.

Course Learning Outcomes:

After successfully completing the course students shall be able to:

Unit Unit wise Course Outcomes

CO1: Have understanding of the concept of human and non-human communication.

CO2: Have knowledge of concept of various linguistic signs.

CO3: Understand basic concepts related to phonology and morphology.

CO4: Understand basic concepts in syntax and semantics.

CO5: Understand language classification and language change.

Course Content:

Unit: 1. Language and Communication

18

Human and non-human communication; verbal and non-verbal communication; language, mind and society; language structure and language system; speech and writing.

Unit: 2. Language Structure

18

The concept of linguistic sign; syntagmatic and paradigmatic relation; langue and parole; competence and performance; etic and emic; form and substance.

Unit: 3. Linguistic Analysis-I

18

Basic concepts in phonetics and phonology Phonetics vs. phonology, phoneme, basic concepts in morphology; morpheme and morphemic processes; inflectional and derivational processes. Grammatical categories; form-classes, gender, person, number, case, tense, aspect, mood; three models of linguistic description.

Unit: 4. Linguistic Analysis-II

18

Basic concepts in syntax and semantics; nominative vs. ergative constructions; phrase structure grammar and transformational grammar; basic notions. Basic concepts of semantics; synonymy; antonymy; homonymy, polysemy, componential analysis.

Language families; genetic, typological and areal classification; synchronic and diachronic approaches; types of language change.

Essential Readings:

Akmajian, A., R.A. Demers, A.K. Farmer, & R.M. Harnish 2001. **Linguistics: An Introduction to Language and Communication**. Cambridge, Massachusetts: The MIT Press.

Bauer, L. 2007. **The linguistics student's handbook**. Edinburgh: Edinburgh University Press.

Bloomfield, L. 1933. **Language**, New York, Henry Holt. (Indian Edition, Delhi: Motilal Banarsidas).

Crystal, D. 1980. **First Dictionary of Linguistics and Phonetics**. London: Andre Deutsch.

Fasold, R. & J. Connor-Linton. 2006. **An introduction to language and linguistics**. Cambridge: Cambridge University Press.

Fromkin, V., and R. Rodman. 1974. **An Introduction to Language**. New York: Holt, Rinehart and Winston. (2nd Edition).

Hockett, C.F. 1958. **A Course in Modern Linguistics**. New York: Macmillan. Indian Edition, New Delhi: Oxford and IBH Publishing Co.

Lyons, J. 1968. **Introduction to Theoretical Linguistics**. Cambridge (UK): Cambridge University Press.

Saussure, F. de. 1966. **A Course in General Linguistics**. New York: McGraw-Hill.

Verma, S.K., and N. Krishnaswamy. 1993. **Introduction to Modern Linguistics**. Delhi: Oxford University Press.

Suggested Readings

Asher, R. (ed.). 1994. **Encyclopedia of Language and Linguistics**. Elsevier-Pargamon.

Bright, W. (ed.) 1992. **International Encyclopedia of Linguistics**. New York: Oxford University Press.

Coulmas, F. 1989. **Writing System of the World**. Oxford: Black well.

Daniels, P.T., and W. Bright. 1996. **The World's Writing Systems**. New York: Cambridge University Press.

Joos, M. (ed.) 1957. **Readings in Linguistics, Vol. I**. Washington: American Council of Learned Societies.

- Pinker, S. 1999. **Words and Rules: The Ingredients of Language**. New York: Basic Books.
- _____.1981. **Language and Linguistics**. Cambridge (UK): Cambridge University Press.
- Radford, A. 1988. **Transformational Grammar: A First Course**. Cambridge (UK): Cambridge University Press.
- Sapir, E. 1949. **Language**. New York: Harcourt, Brace & World.
- Sampson, G. 1985. **Writing Systems: An Introduction**. London: Hutchinson.
- Smith, N. and D. Wilson. 1979. **Modern Linguistics. The Results of Chomsky's Revolution**. Harmondsworth: Penguin Books.
- Strazny, Philipp. ed. **Encyclopedia of Linguistics**. 2 vols. New York : Fitzroy Dearborn, 2005.

L-8 Entry

MA Semester-I

Discipline Specific: Major-2

Course Code – LNG-DSM-122

Course Title – Phonetics

L T P C

5 1 0 6

Total Lectures/Hrs.: 90

Course Objectives:

The main objective of this paper is to deal with the basics of Phonetics and to give students training of phonetic transcriptions.

Course Learning Outcomes:

After successfully completing the course students shall be able to:

Unit Unit wise Course Outcomes

CO1: Have understanding of Articulatory, Auditory and Acoustic aspects of Phonetics.

CO2: Have knowledge of the mechanisms of the speech production.

CO3: Understand classification of sounds.

CO4: Understand other aspects of articulation.

CO5: Understand how to transcribe phonetically.

Course Content:

Unit: 1. Study of Speech 18

Articulatory, auditory and acoustic aspects.

Unit: 2. Speech Production 18

Anatomy, physiology and speech production; air stream process; articulation process; oral-nasal process; phonation process.

Unit: 3. Classification of Sounds 18

Major classes; vowels, consonants, liquids and glides; place and manner of articulation; Cardinal Vowels; diphthongs; distinctive features; feature system.

Unit: 4. Other Aspects of Articulation. 18

Complex articulation; segmental articulation; coarticulation; suprasegmentals; syllable and syllabification.

Speech and writing; phonetic transcription: IPA, broad and narrow transcription; transliteration.

Essential Readings:

Abercrombie, D. 1967. **Elements of General Phonetics**. Edinburgh: Edinburgh University Press.

Ashby, Michael and John Maidment 2005. **Introducing Phonetics Science**. Cambridge: Cambridge University Press.

Bhaskararao, Peri. 1977. **Practical Phonetics**. Pune: Deccan College.

Clark, J. C. Yallop. 1990. **An Introduction to Phonetics and Phonology**. Oxford, Basil Blackwell.

Ladefoged, Peter. 2001 (4th edn.). **A course in phonetics**. New York: Harcourt Brace.

Ladefoged, Peter. 2001. **Vowels and consonants: An introduction to the sounds of the languages of the world**. Oxford: Blackwell.

O'Corner, J.D. 1973. **Phonetics**. London: Penguin.

Roach, P. 2001 **Phonetics**. Oxford: **Oxford University Press**.

Suggested Readings:

Ashby, P. 1995. **Speech sounds**. London: Routledge.

Ladefoged, Peter. 2003 **Phonetic data analysis: An introduction to fieldwork and instrumental techniques**. Oxford: Blackwell.

Ladefoged, P. and I. Maddieson. 1996. **The Sounds of the World's Language**. Oxford: Basil Blackwell.

Laver, J. 1994. **Principles of Phonetics**. **Cambridge**: University Press.

Nolan, F. et al. 1999 **Handbook of the International Phonetic Association**. Cambridge: Cambridge University Press.

L-8 Entry

MA Semester-I

Multi Disciplinary: Major-3

Course Code – LNG-MDM-121

Course Title – Applied Linguistics

L T P C

5 1 0 6

Total Lectures/Hrs.: 90

Course Objectives:

The main objective of this paper is to deal with the basics of Applied Linguistics which include various models of language teaching and testing, syllabus design, and also applications of linguistic analysis.

Course Learning Outcomes:

After successfully completing the course students shall be able to:

Unit Unit wise Course Outcomes

CO1: Have understanding of difference between theoretical and applied linguistics.

CO2: Have knowledge of the application of the linguistic analysis.

CO3: Understand various models of language teaching.

CO4: Understand the concept of syllabus design.

CO5: Understand basics of language testing and evaluation.

Course Content:

Unit: 1. Theoretical and Applied Linguistics

18

Language and linguistic theory; traditional prescriptive grammar and descriptive linguistics, structural linguistics and transformational-generative grammar; parametric setting and SLA; sociolinguistic analysis; history and growth of applied linguistics as a discipline.

Unit: 2. Application of Linguistic analysis

18

Language, mind and language learning; language and language teaching; language and literature; language and machine; language policy and planning; language and literacy; language disorders.

Unit: 3. Models and methods

18

Grammar translation method; Reading method; direct method; the audio-lingual approach; programmed instruction; the communicative approach; the notional syllabus; the silent way; suggestology, TPR ; the natural way; the monitor model; the acculturation model.

Unit: 4. Syllabus-design

18

The grammatical syllabus, the situational syllabus, the notional syllabus; strategies of intervention; problem of grading, interaction with other disciplines, syllabus-based discourse; teaching aids; interaction between theory, method, materials and evaluation techniques.

Unit: 5. Basics of Language Testing & Evaluation

18

Test, Measurement, Assessment, Testing and Evaluation in Language Teaching; Purposes of Evaluation, Evaluating Language & Measuring Language Ability; Evaluating Language Curricula; Evaluation Procedures and Instruments; Skills and Sub-skills.

Essential Readings:

- Allison, Desmond. 1999. **Language Testing and Evaluation: An Introductory Course**. National University of Singapore.
- Bell, R.T. 1981. **An Introduction to applied linguistics**. London: Batsford Academic and Educational Limited.
- Grotjahn, Rüdiger & Günther Sigo, Eds. 2004. **Language Testing & Evaluation**. Berlin, Bern, Bruxelles, New York: Oxford; Wien.
- Halliday, M.A.K.. et al. 1964. **The linguistic science and language teaching**. London: Longman.
- Kaplan, B. 2002 **The Oxford handbook of applied linguistics**. Oxford: Oxford University Press.

Suggested Readings:

- Cook, V. ed. 2003. **Effects of the L2 on the L1**. Clevedon: Multilingual Matters. Dulay, H.; M. Butt and S. Krashen, 1982. **Language two**. Oxford University Press.
- Gass, S.M. and J. Sachachter, ed. 1989. **Linguistic perspective on second language acquisition**. Cambridge University Press.
- Larsen-Freeman, D. 2001. **Teaching Language: From Grammar to Gramming**. Boston, MA: Heinle and Heinle.
- Mc Gregor, W. 2009. **Linguistics: An Introduction**. New York: Continuum International Publishing Group Ltd.
- Schmitt, N. 2002. **An Introduction to Applied Linguistics**. London: Arnold. Stevick, R.W. 1976. **Memory, meaning and method**. Newbury House.
- Widdowson, H.G. 1978. **Teaching language as communication**. Oxford: Oxford University Press.

L-8 Entry

MA Semester-I

Skill Enhancement Course

Course Code – LNG-SEC-121

Course Title – Language Teaching and Testing

L T P C

5 1 0 6

Total Lectures/Hrs.: 90

Course Objectives:

The main objective of this paper is to deal with the various dimensions of language teaching and testing.

Course Learning Outcomes:

After successfully completing the course students shall be able to:

Unit Unit wise Course Outcomes

CO1: Have understanding of the concept of language teaching, its definition and its different theories.

CO2: Have knowledge of the various methods of language teaching.

CO3: Understand basic concepts in testing.

CO4: Understand how to prepare a language test.

CO5: Understand the various types of tests used in language testing.

Course Content:

Unit: 1. Language Teaching 18

Language Teaching, meaning and definition, Language Learning and Language teaching, Different Theories of Language Teaching.

Unit: 2. Methods of Language Teaching 18

Language Teaching Methods, Grammar Method, Translation Method, Direct Method, Comparative Method, Second Language Teaching

Unit: 3. Basic concepts in Testing 18

Test, Measurement, Assessment, Examination; concept of Scales and Units, Content, Method and Purposes of Evaluation.

Unit: 4. Preparation for making a test 18

Qualitative and Quantitative evaluation; criterion of a question. Types of scales; distractors in multiple- choice items; content and construct validity of tests; Validity and reliability; norm-referenced vs criterion-referenced tests.

Test taxonomies: Subjective and objective; multiple choice tests; aptitude, achievement and proficiency tests;

Essential Readings:

Allen, J. and Davies, A. ed. 1977. **Testing and Experimental Methods; Edinburgh Course in Applied Linguistics** Vol. 4, Oxford : **Oxford University Press**.

Davies, E. 1981. **Teachers as curriculum Evaluators**. Sydney: George Artlen Unwin.

Harris, D. 1969. **Testing English as a Second Language**. New York: McGraw Hill.

Nuttall, d. ed. 1986. **Assessing Educational Achievement**. London: Falmer Press

Oller, J.W. 1979. **Language Tests at School**. London: Longman.

Rao, K.V.V.L.N. (2000). **Explorations in Educational Evaluation**. L. B. Publications, USA.

Gronlund, N. E. (1990), *Measurement and Evaluation in Teaching*. New York: Macmillan Publishing Co. Inc.

Subbiah, P. (1997), *Evaluation and Testing: A Descriptive Bibliography*. Mysore, India: Central Institute of Indian Languages.

Subbiah, P. (2002), *An Introduction to Evaluation Terminology*. Mysore, India: Central Institute of Indian Languages.

Singha, H. S. (1974), *Modern Education Testing*. New Delhi: Sterling Publishers Pvt. Ltd.

Sharma, T. C. (2002), *Modern Methods of Language Teaching*. Goggle e-Book.
<http://books.google.co.in/>

Shrivastav, R. N. (1992), *Language Teaching*, Vani Publication, New Delhi.

Suggested Readings:

Association of Indian Universities. (1984), *Towards Better Questions: Item Writers' Cookbook*. New Delhi: Research Cell, A.I.U. House, 16 Kotla Marg.

Lal, S. M. (2000). *Aspects of Language Teaching*. CIIL Publications.

Sidhu, K. S. (2007), *New Approach to Measurement and Evaluation*. New Delhi: Sterling Publishers Private Limited.

Rao, K.V.V.L.N. (1980). *Evaluation in Language Education*. CIIL Occasional Monograph 18. (See at <http://www.ciil-ebooks.net/books.htm>)

Valllete, R.M. 1967 *Modern Language Testing: A Handbook*. New York. Weiv, C. and Roberts, J. 1994. *Evaluation in ELT*.

SEMESTER -II

MA Semester-II
Discipline Specific: Major-1
Course Code – LNG-DSM-221
Course Title – Phonology

L T P C

5 1 0 6

Total Lectures/Hrs.: 90

Course Objectives:

The main objective of this paper is to deal with the various concepts in phonology and phonological analysis.

Course Learning Outcomes:

After successfully completing the course students shall be able to:

Unit Unit wise Course Outcomes

CO1: Have understanding of the concept of phonemic organization.

CO2: Have knowledge of the phonological representation.

CO3: Understand basic concepts in prosodic phonology.

CO4: Understand the basics of generative phonology.

CO5: Understand how to do phonemic analysis.

Course Content:

Unit: 1. Phonemic Organization 18

Phonetics and phonology; phonetic variability; phoneme, phone and allophones; phonemic norms; discovery procedures, pattern and symmetry; phonological reality of units and boundaries; biuniqueness, neutralization and free variation; morphonemic alternations.

Unit: 2. Phonological Representation 18

Structural, prosodic, linear and non-linear phonological representations.

Unit: 3. Prosodic Phonology 18

Sounds and prosodies; prosodic analysis.

Unit: 4. Generative Phonology 18

Generative paradigm; basic rule notation, abbreviatory devices; rule ordering, functional considerations; naturalness and markedness.

Essential Readings:

Clark, J. and C. Yallop 1990. **An Introduction to phonetics and phonology**. Oxford: Basil Blackwell.

Fisher-Jorgensen, G. 1975. **Trends in phonological analysis**. Copenhagen: Akademisk Forlag.

Hyman, Larry M. 1975. **Phonology: Theory and analysis**. N.Y.: Holt Rinehart and Winston.

Odden, David. 2005. **Introducing phonology**. Cambridge: Cambridge University Press.

Rocca, Iggy and Wyn Johnson. 1999. **A course in phonology**. Oxford: Blackwell publishers.

Schane, S.A. 1973. **Generative Phonology**. Englewood-cliffs. N.J.: Prentice Hall

Suggested Readings:

Jensen, John T. 2004. **Principles of generative phonology: An introduction**. Amsterdam: John Benjamins Publishing Company

Joos, M. (ed.) 1968. **Reading in Linguistics. Vol. 1**. New York: American Council of Learned Societies.

Pike, K.L. 1947. **Phonemics**. Ann Arbor: The University of Michigan Press.

Trubetzkoy, N.S. 1979. **Principles of phonology**. Baltaxe, CAM (Trans) 1969. Berkeley: University of California Press.

MA Semester-II
Discipline Specific: Major-1
Course Code – LNG-DSM-222
Course Title – Morphology

L T P C

5 1 0 6

Total Lectures/Hrs.: 90

Course Objectives:

The main objective of this paper is to deal with the various concepts in morphology and morphological analysis.

Course Learning Outcomes:

After successfully completing the course students shall be able to:

Unit Unit wise Course Outcomes

CO1: Have understanding of the concept of morphemes and its different types.

CO2: Have knowledge of the various types of compounds.

CO3: Understand basic concepts in word formation rules.

CO4: Understand the basics of morphology-syntax interface.

CO5: Understand how to do morphological analysis.

Course Content:

Unit: 1. Basic Concepts **18**

Simple and complex words; root, stem, word; free and bound morphemes; prefixes, suffixes and infixes, zero morpheme; invariant words; open versus closed class words.

Unit: 2. Compounds **18**

Type of compounds; formal vs. semantic classification; dvandva, bahuvrihi, tatpurusha and avyayibhava ; rules of compound formation

Unit: 3. Word Formation Rules **18**

Phonological changes; intra and inter categorical morphology; backformation; item and arrangement; word and paradigm; item and process; concatenation; cliticization; sandhi.

Unit: 4. Morphology-Syntax Interface **18**

Words and phrase; new morphology; actual and potential words; words and idioms; proverbs.

Practice in morphological analysis

Essential Readings:

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

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

Katamba, F. and John Stonham 2006. **Morphology 2nd ed**. London: Palgrave.

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

_____. 1974. **Morphology: An introduction to the theory of word-structure**. Cambridge, Cambridge University Press.

Singh, R. and Agnihotri, R.K. 1997. **Hindi Morphology: A word based description**.
Delhi : Motilal Banarsidass.

Suggested Readings

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.

Mel'čuk, Igor A. 2006. **Aspects of the theory of morphology**. Berlin: Mouton.

Spencer, A. 1991. **Morphological Theory**. Oxford: Basil Blackwell.

MA Semester-III
Multi-Disciplinary: Major-3
Course Code – LNG-MDM-221
Course Title – Lexicography

L T P C

5 1 0 6

Total Lectures/Hrs.: 90

Course Objectives:

The main objective of this paper is to deal with the various concepts in lexicography and its practical implications.

Course Learning Outcomes:

After successfully completing the course students shall be able to:

Unit Unit wise Course Outcomes

CO1: Have understanding of the basic concept of lexicography and its history.

CO2: Have knowledge of the word formation processes.

CO3: Understand basic concepts in lexicographical entries.

CO4: Understand the basics of various types of dictionaries.

CO5: Understand the implications of lexicography.

Course Content:

Unit: 1. Basic concepts

18

Nature and scope of lexicography; History of lexicography-Western and Indian; word meaning dictionary, encyclopedia, glossary, thesaurus, definitional dictionary; relationship between dictionary and grammar.

Unit: 2. Lexicography and lexical meaning

18

Word formation processes – once forms, borrowing, blending, clipping, back-formation, acronyms, compounding, derivations, functional words; denotation, connotation, words in context, synonymy, hyponymy, polysemy, technical terms; onomasiology and semasiology.

Unit: 3. Lexicographic entries

18

Selection of entries, orthography, pronunciation, order and hierarchy of entries, lemma, sense and sub-classes, paraphrase, compounds, collocation, idioms, proverbs, illustrations, names; ghost-words.

Unit: 4. Types of dictionaries

18

Purposes of dictionary writing, little dictionary, pocket dictionary, school/college dictionary, desk-top dictionary; monolingual and bi-/multilingual dictionary; etymological dictionary, period dictionary, historical dictionary, scientific dictionary, dialect dictionary, reverse dictionary, pronouncing dictionary, terminological dictionary, language atlas.

Unit: 5. Further implications of lexicography

18

Teaching of vocabulary, pedagogy; translation equivalents; comparative studies, stylistic choices; structure and retrieval of mental vocabulary; representation of lexical knowledge; data-base for computers; problems of dictionary making; dictionary evaluation.

Essential Readings:

Bergenholtz, H. (ed.) 1995. **Manual of Specialized Lexicography**. Amsterdam: Benjamins.

Burchfield, R.W. (ed.) 1987. **Studies in Lexicography**. Oxford: Blackwell.

Hartmann, Reinhart. 2001 **Teaching and Researching Lexicography**. London: Longman.

Ilson, R. (ed.) 1985. **Dictionaries, Lexicography and Language Teaching**. Berlin: Pergamon Press.

Jackson, H. 1988. **Word and Their Meaning**. London: Longman.

Jackson, Howard 2002 **Lexicography: An Introduction**, Routledge.

Landau, Sidney I. 2001 **The Art and Craft of Lexicography**, Cambridge University Press.

Singh, Ram Adhar 1987 **An Introduction to Lexicography**. Mysore: CIIL.

Svensen, B. 1993. **Practical Lexicography: Principles and Methods of Dictionary Making**. (trans. J. Sykes and K. Schofield). Oxford University Press.

Vogel, C. 1979. **Indian Lexicography**. Wiesbaden: Harrassowitz.

Zgusta, L. 1991. **Manual of Lexicography**. The Hague: Mouton.

Suggested Readings:

Aitchison, J. F. 1987. **Words in the Mind: An Introduction to the Mental Lexicon**. Oxford: Blackwell.

Boguraev, B.K. ; Briscoe, T. (ed.) 1989. **Computational Lexicography for Natural Language Processing**. London : Longman.

Cruse, D. A. 1986. **Lexical Semantics**. Cambridge University Press.

Hausmann, F.J.; Reichmann, O. 1989-91. **Wörterbücher/Dictionaries/Dictionaries... An International Encyclopedia of Lexicography**. (3 volumes) Berlin: de Gruyter.

Lyons, J. 1977. **Semantics**. Cambridge University Press.

Malkiel, Y. 1976. **Etymological Dictionaries: A Tentative Typology**. University of Chicago Press.

MA Semester-II
Skill Enhancement Course (SEC)
Course Code – LNG-SEC-221
Course Title – Introduction to Linguistic Analysis

L T P C

5 1 0 6

Total Lectures/Hrs.: 90

Course Objectives:

The main objective of this paper is to provide students training in linguistic analysis.

Course Learning Outcomes:

After successfully completing the course students shall be able to:

Unit Unit wise Course Outcomes

CO1: Understanding the concepts of language structure.

CO2: Have knowledge of the phonological and morphological analysis.

CO3: Understand various grammatical categories.

CO4: Understand the basics of syntactic analysis.

CO5: Understand the basics of semantic analysis.

Course Content:

Unit: 1. Language Structure 18

The concept of linguistic sign; syntagmatic and paradigmatic relation; langue and parole; competence and performance; etic and emic; form and substance.

Unit: 2. Linguistic Analysis I 18

Basic concepts in phonetics and phonology Phonetics vs. phonology, phoneme . basic concepts in morphology; morpheme and morphemic processes; inflectional and derivational processes.

Unit: 3. Grammatical Categories 18

Grammatical Categories Form-classes, gender, person, number, case, tense, aspect, mood; three models of linguistic description.

Unit: 4. Linguistic Analysis II 18

Basic concepts in syntax; nominative vs. ergative constructions; phrase structure grammar and transformational grammar; basic notions.

Unit: 5. Basic concepts of semantics 18

Synonymy; antonymy; homonymy, polysemy, componential analysis.

Essential Readings:

Akmajian, A., R.A. Demers, A.K. Farmer, & R.M. Harnish 2001. **Linguistics: An Introduction to Language and Communication**. Cambridge, Massachusetts: The MIT Press.

Hockett. C.F. 1958. **A Course in Modern Linguistics**. New York: Macmillan. Indian Edition, New Delhi: Oxford and IBH Publishing Co.

Joos, M. (ed.) 1957. **Readings in Linguistics, Vol. I. Washington:** American Council of Learned Societies.

Lyons, J. 1968. **Introduction to Theoretical Linguistics**. Cambridge (UK): Cambridge University Press.

Sapir, E. 1949. **Language**. New York: Harcourt, Brace & World.

Saussure, F. de. 1966. **A Course in General Linguistics**: New York: McGraw-Hill.

Verma, S.K., and N. Krishnaswamy. 1993. **Introduction to Modern Linguistics. Delhi: Oxford University Press.**

Suggested Readings:

Asher, R. (ed.). 1994. **Encyclopedia of Language and Linguistics**. Elsevier-Pergamon.

Bauer, L. 2007. **The linguistics student's handbook**. Edinburgh: Edinburgh University Press.

Bloomfield. L. 1933. **Language**, New York, Henry Holt. (Indian Edition, Delhi: Motilal Banarsidas).

Strazny, Philipp. ed. **Encyclopedia of Linguistics**. 2 vols. New York : Fitzroy Dearborn, 2005.