

DEPARTMENT OF LINGUISTICS

School of Languages



B.A. – Linguistics

CURRICULUM -2022

Based on National Education Policy-2020

Date of BoS.....

w.e.f.

Academic Session 2022-23 onwards

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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 *intoto*, 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 hands 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
Undergraduate 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
Postgraduate Programme					
IX	Entry	L8	Postgraduate Diploma	180	
X		L9	Master Degree	200	Exit

***EachSemesterfromL5toL9(Total10Semesters)carriesMinimum20 Credits. Cumulative Credits are indicated in the table.**

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

Level: 5			
Semester -I			
Name of the course	Course Code	Course Title	Credits
Discipline Specific Major-1	SUB-DSM-111		6
Discipline Specific Major-2	SUB-DSM-112		6
Multidisciplinary Major 3	SUB-MDM-111		6
Ability Enhancement Course	SUB-AEC111		2
Skill Enhancement Course	SUB-SEC-111		2
Total Credits			22
Semester –II			
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
Ability Enhancement Course	SUB-AEC121		2
Skill Enhancement Course	SUB-SEC-121		2
Total Credits			22
Total Credits (Semester –I & II)			44
Exit with Certificate			

Note: Minimum20 Credits required in each semester.

Undergraduate Curriculum Framework for BA 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: Undergraduate Programme in Linguistics

3. About the Programme:

The undergraduate course, **B.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 Ability Enhancement Courses and Skill Enhancement Courses which are designed in such a way that would enhance the ability as well as 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
- iii. Linguistics/Language Change), and other related fields of study, including broader interdisciplinary subfields such as Philosophy, Psychology and Social Sciences.

- iv. Ability to use modern instrumentation for Linguistic analysis and descriptions.
- v. 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.
- vi. 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

B.A. Linguistics Syllabus
(As Per NEP: 2020 Curriculum Framework)

Details of courses with credits

L5Entry Semester –I			
Natureofthe Course	CourseCode	Course Title	Credits
DisciplineSpecific: Major-1	LNG-DSM-111	Introduction to Language	6
<i>DisciplineSpecific: Major-2</i>	<i>SUB-DSM-112</i>	<i>Other Subject/Discipline</i>	<i>6</i>
Multi-Disciplinary:Major-3	LNG -MDM-111	Language and Communication	6
Ability Enhancement Course(AEC)	LNG-AEC-111	Indian Languages and Hindi	2
SkillEnhancement Course (SEC)	LNG-SEC-111	Understanding Structure of English & Hindi Language	2
Total Credits			22
Semester –II			
DisciplineSpecific: Major-1	LNG -DSM-121	Introduction to Linguistics	6
<i>DisciplineSpecific: Major-2</i>	<i>SUB -DSM-122</i>	<i>Other Subject/Discipline</i>	<i>6</i>
Multi-Disciplinary: Major-3	LNG -MDM-121	Language Interfaces-I	6
Ability Enhancement Course(AEC)	LNG -AEC-121	Training in Phonetic Transcription	2
SkillEnhancement Course (SEC)	LNG -SEC-121	Training inStructural Analysis of Languages	2
Total Credits			44
Exit with Certificate			

Undergraduate Programme

BA Linguistics

L-5 Entry

BA Semester-I

Discipline Specific: Major-1

Course Code – LNG-DSM-111

Course Title – Introduction to Language

L T P C

5 1 0 6

Total Lectures/Hrs.: 90

Course Objectives:

The main objective of this paper is to teach about the concept of language and its various aspects including the different theories of origin and development of language.

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 and the difference between human and animal language.
- CO2: Have knowledge of design features of language.
- CO3: Understand what are the theories of origin and development of language.
- CO4: Understand variation in language.
- CO5: Understand the usage of language.

Course Content

UNIT I: 18

Introduction to language, spoken and written forms of language; difference between animal and human language

UNIT II: 18

Design features of language: arbitrariness, displacement, productivity, duality, cultural transmission.

UNIT III: 18

Theories of origin and development of language: the divine theory, pooh-pooh theory, ding dong theory, yo-he-ho theory, bow-wow theory, natural source theory, gesture theory

UNIT IV:**18**

Variation in language: standard language, dialect, idiolect, mother tongue, national language, official language, literary language, formal language, informal language

UNIT V:**18**

Usage of language: individual, social and universal, langue and parole, competence and performance

Essential Readings:

- Akmajian, A; Demers, R.A.; Farmer, A.K. and Harnish, R.M. 2001. Linguistics: An Introduction to Language and Communication. MIT, Cambridge, USA.
- Fasold, R. & J. Connor-Linton. 2006. An Introduction to Language and Linguistics. Cambridge: Cambridge University Press.
- Hockett, C.F. 1958. A Course in Modern Linguistics. New York: Macmillan. Indian Edition, New Delhi: Oxford and IBH Publishing Co.
- Yule, G. 1996. The Study of Language (2nd edition). Cambridge: Cambridge University Press.

Suggested Readings:

- Asher, R. (ed.). 1994. Encyclopedia of Language and Linguistics. Elsevier-Pergamon.
- 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.
- Lyons, J. 1968. Introduction to Theoretical Linguistics. Cambridge (UK): Cambridge University Press.
- Lyons, John. 1981. Language and Linguistics. Cambridge: Cambridge University Press.
- O'Grady, W; Dobrovolsky, M. and Aronoff, M. 2004. Contemporary Linguistics: An Introduction. (5th Edition). New York: St. Martin's Press.

BA Semester-I
Multi-Disciplinary Major-3
Course Code – LNG-MDM-111
Course Title –Language and Communication

L T P C

5 1 0 6

Total Lectures/Hrs.: 90

Course Objectives:

The main objective of the paper is to teach language as code, the basics of communication skills and how to develop good communication skill.

Course Learning Outcomes:

After successfully completing the course students shall be able to:

Unit Unit wise Course Outcomes

CO1: Know language and its nature as a system.

CO2: Understand basics of communication and its types.

CO3: Understand process of communication.

CO4: Understand paralinguistic features of language

CO5: Develop oral presentation skills.

Course Content:

UNIT I: 18

Language and its nature as a system; spoken and written forms of language; variation in language: regional, social, functional; dialect, idiolect, formal, informal, register, jargon, slang.

UNIT II: 18

Communication; types of communication- human and non-human communication, oral, written, verbal, non-verbal, intrapersonal, interpersonal, organizational communication.

UNIT III: 18

Process of communication; effective communication strategies: clarity, conciseness, consistency and coherence; content, style and persuasion; barriers to effective communication.

UNIT IV: 18

Syllable, stress, tone, intonation, pause, rhythm, accent, oral presentation skills.

UNIT V: 18

Practise in oral presentation, speech, debate, group discussions.

Essential Readings:

Akmajian, A; Demers, R.A.; Farmer, A.K. and Harnish, R.M. 2001. Linguistics: An Introduction to Language and Communication. Cambridge: MIT.

Burgoon, M., Hunsaker, F. G. and Dawson, E. J. 1994. Human Communication. (3rd Edition). London: Sage.

Rosengren, K. E. 2000. Communication: An introduction. London: Sage.

Thompson, N. 2003. Communication and Language. Palgrave Macmillan.

Suggested Readings:

Brown, S. and S. Attardo 2005. Understanding Language Structure, Interaction and Variation (2nd edition). University of Michigan Press.

Lippi-Green, R. 1997. English with an Accent. Routledge.

Romaine, S. 2000. Language in Society (2nd edition). Oxford University Press.

Seely, J. 1998. The Oxford Guide to Writing and Speaking: The key to effective communication. Oxford: Oxford University Press.

B.A. Semester-I
Ability Enhancement Course (AEC)
Course Code – LNG-AEC-111
Course Title – Indian Languages and Hindi

L T P C
20 0 2

Total Lectures/Hrs.: 90

Course Objectives:

The main objective of the paper is to teach the various aspects of Indian languages such as the classification of Indian languages, India as a linguistic area and the constitutional status of Hindi.

Course Learning Outcomes:

After successfully completing the course students shall be able to:

Unit Unit wise Course Outcomes

- CO1: Learn about the language family and the classification of Indi-Aryan languages.
- CO2: Understand Indian as a linguistic area and the concept of Bi/Multilingualism.
- CO3: Learn about the various forms of Hindi language.
- CO4: Learn about the major languages and the dialects of Madhya Pradesh.
- CO5: Learn about the constitutional status of Hindi.

Course Content:

UNIT I:	18
Introduction to Language Family, Classification of Indo-Aryan languages	
UNIT II:	18
Indian as a linguistic area, Bilingualism, Multilingualism,	
UNIT III:	18
National language, official language, standard language, Hindi as a link language	
UNIT IV:	18
Dialects of Hindi, Major Languages and dialects of Madhya Pradesh	

The constitutional status of Hindi, Standardization of Hindi

Essential Readings

- Bahri Hardev. 1965. Hindi Udbhav, VikasaurRoop. Allahabad. KitabMahal.
Tiwari, Bholanath. 1966. Hindi Bhasha. Allahabad. KitabMahal.
Abbi, A. 2001. A Manual of Linguistic Field Work and Indian Language Structures. Munich: Lincom Europa.

BA Semester-I
Skill Enhancement Course (SEC)
Course Code – LNG-SEC-111
Course Title – Understanding Structure of English & Hindi
Language

L T P C
2 0 0 2

Total Lectures/Hrs.: 90

Course Objectives:

The main objective of the paper is to teach the structural aspects of English language and to teach how to analyze its various components into different grammatical categories.

Course Learning Outcomes:

After successfully completing the course students shall be able to:

Unit Unit wise Course Outcomes

CO1: Learn word classes.

CO2: Learn about various grammatical categories of English Language.

CO3: Understand various sentence types of English language.

CO4: Understand the semantic categories of English language.

CO5: Analyze the various the grammatical components of the English language.

Course Content:

UNIT 1: 18

Word classes: Open and closed classes, Parts of Speech: Person, number, gender, case.

UNIT 2: 18

Verb types, Tense, aspect, Adjective: Attributive, predicative, Adverb, Preposition, Article, Other categories.

UNIT 3: 18

Sentence types: Simple, compound, complex, Clause types: Finite, nonfinite, Phrase types: NP, VP, PP, AdvP, AdjP.

UNIT 4: 18

Meanings of meaning, Sense, Reference & Denotation & Connotation, Ambiguity: Lexical & Structural, Lexical Relations: Homonymy, Polysemy, Synonymy, Antonymy, Hyponymy, Meronymy.

UNIT 5: 18

Exercises for analysing Grammatical Categories, Syntax and Semantics.

Essential Readings

- Aitchinson, J. 2003. *Teach Yourself Linguistics*. London: McGraw Hill-NTC.
- Akmajian, A. et. al. 2001. *Linguistics: An Introduction to Language and Communication*. New Delhi: Prentice Hall. (5th edition)
- Aronoff, M., & Rees-Miller, J. [Eds.] 2003. *The Handbook of Linguistics*. Oxford: Blackwell.
- Blake, B. 2008. *All About Language*. Oxford: OUP.
- Cook, V. 1997. *Inside Language*. London: Arnold.
- Fromkin, V., Rodman, R. & Hyams, N. 2003. *An Introduction to Language*. Massachusetts: Thomson-Wardworth.

Suggested Readings

- McGregor, William. 2009. *Linguistics: An Introduction*. London: Continuum
- Payne, T. E. 2006. *Exploring Language Structure: A Student's Guide*. Cambridge: CUP.
- Prasad, Tarni. 2008. *A Course in Linguistics*. New Delhi: Prentice Hall of India.
- Trask, R. L. 1995. *Linguistics: The Basics*. London: Routledge.
- Trask, R. L. 2000. *Introducing Linguistics*. London: Icon Books.

II Semester

BA Semester-II
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 the paper is to teach how Linguistics is a scientific discipline of study and what its various branches of study are and also about some significant thinkers in this field of study.

Course Learning Outcomes:

After successfully completing the course students shall be able to:

Unit Unit wise Course Outcomes

- CO1: Understand about the linguistic as a scientific Discipline
- CO2: Understand the relationship of linguistics with other branches of study
- CO3: Know about the main branches of Linguistics
- CO4: Have understanding of the various branches of linguistics.
- CO5: Have knowledge of some thinkers in the field of linguistics.

Course Content:

UNIT I: 18

Language and linguistics, linguistic as a scientific discipline, the study and scope of linguistics.

UNIT II: 18

Relationship of linguistics with the other disciplines of study: grammar, literature, history, geography, sociology, philosophy, anthropology and psychology.

UNIT III: 18

Introduction to major branches of linguistics: phonetics, phonology, morphology, syntax and semantics.

UNIT IV: 18

Introduction to some other branches of linguistics: theoretical linguistics, descriptive linguistics, comparative linguistics, structural linguistics, historical linguistics, sociolinguistics, applied linguistics, psycholinguistics and stylistics.

Thinkers in the field of Indian linguistics: Panini, Yask, Patanjali, Bhartrhari, John Beams, Samuel S, Grierson.

Essential Readings:

- Akmajian, A; Demers, R.A.; Farmer, A.K. and Harnish, R.M. 2001. Linguistics: An Introduction to Language and Communication. MIT, Cambridge, USA.
- 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, John. 1981. Language and Linguistics. Cambridge: Cambridge University Press.
- Yule, G. 1996. The Study of Language (2nd edition). Cambridge: Cambridge University Press.
- Oxford University Press, Oxford.

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.
- Crystal, D. 1980. First Dictionary of Linguistics and Phonetics. London: Andre Deutsch.
- Saussure, F. de. 1966. A Course in General Linguistics: New York: McGraw-Hill.
- Strazny, Philipp. ed. Encyclopedia of Linguistics. 2 vols. New York : Fitzroy Dearborn, 2005.

BA Semester-II
Multidisciplinary: Major-3
Course Code – LNG-MDM-121
Course Title – Language Interfaces-I

L T P C
5 1 0 6

Total Lectures/Hrs.: 90

Course Objectives:

The main objective of the paper is to introduce the other branches of linguistics which are related to the other disciplines of study.

Course Learning Outcomes:

After successfully completing the course students shall be able to:

Unit Unit wise Course Outcomes

- CO1: Understand how language functions in the society.
- CO2: Understand how language is related to our brain.
- CO3: Understand the principles and types of translation.
- CO4: Learn about the lexicography, discipline of dictionary making.
- CO5: Develop skills of analyzing language of media.

Course Content:

UNIT I:

18

Language, culture and society: Speech-communities; language and culture; language, dialect, sociolect and idiolect; bi/multilingualism; code-mixing, code-switching.

UNIT II:

18

Brain and language; cerebral dominance and lateralization; acquisition of language; stages of language acquisition; role of input and motherese; aphasia and dyslexia.

UNIT III:

18

Principles of translation; types of translation; qualities of a good translator; difference between translator and interpreter.

UNIT IV:

18

Purposes of dictionary writing; types of dictionaries: monolingual and bi-/multilingual dictionary, pronouncing dictionary, terminological dictionary; encyclopedia, glossary, thesaurus.

UNIT V:

18

Language use in print media, language in advertising, language in TV and cinema, language use on the Internet.

Essential Readings:

- Hudson, R. A. 1996. Sociolinguistics. Cambridge: Cambridge University Press (2nd edn.)
Bickerton, D. 1995. Language and Human Behavior. University of Washington Press.

Lahey, M. 1988. Language Disorder and Language Development. New York: Macmillan.
Warren, P. 2002. Introducing Psycholinguistics. Cambridge University Press.
Singh, R. A. 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.

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 : Holt, Rinehart and Winston.
Hymes, D. 1971 ed. Pidginization and creolization of language. Cambridge: Cambridge University Press.
Joos, M. (ed.) 1957. Readings in Linguistics. New York: American Council of Learned Societies.

BA Semester-II
Ability Enhancement Course (AEC)
Course Code – LNG-AEC-121
Course Title – Training in Phonetic Transcription

L T P C
2 0 0 2

Total Lectures/Hrs.: 90

Course Objectives:

The main objective of the paper is to provide training in phonetic transcription of any language.

Course Learning Outcomes:

After successfully completing the course students shall be able to:

Unit Unit wise Course Outcomes

- CO1: Have understanding of the production of speech sounds.
- CO2: Have knowledge of classification of vowel and consonant sounds.
- CO3: Understand how to do phonetic transcription.
- CO4: Practice narrow transcription of Hindi.
- CO5: Practice broad transcription of English.

Course Content:

UNIT I: 18

Speech production; classification of sounds: place and manner of articulation,

UNIT II: 18

Major classes: vowels, consonants, liquids and glides, cardinal vowels, diphthongs.

UNIT III: 18

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

UNIT IV: 18

Practicing Narrow transcription of Hindi

UNIT V: 18

Practicing Broad transcription of English

Essential Readings:

- Abercrombie, D. 1967. Elements of General Phonetics. Edinburgh: Edinburgh University Press.
- Ashby, P. 1995. Speech Sounds. London: Rutledge.
- Ashby, M. and John M. 2005. Introducing Phonetics Science. Cambridge: Cambridge University Press.
- Bhaskararao, Peri. 1977. Practical Phonetics. Pune: Deccan College.
- Ladefoged, P. 2001. Vowels and Consonants: An introduction to the sounds of the languages of the world. Oxford: Blackwell.
- Ladefoged, P. 2003. Phonetic Data Analysis: An introduction to fieldwork and instrumental techniques. Oxford: Blackwell.
- Nolan, F. et al. 1999. Handbook of the International Phonetic Association. Cambridge: Cambridge University Press.

Suggested Readings:

- Clark, J. and C. Yallop. 1990. An Introduction to Phonetics and Phonology. Oxford, Basil Blackwell.
- Fudge, E.C. (ed.) 1973. Phonology. Harmondsworth: Penguin.
- Ladefoged, P. 1975. A Course in Phonetics. New York: Harcourt Brace Jovanovich.
- Odden, D. 2005. Introducing Phonology. Cambridge: Cambridge University Press.

BA Semester-II
Skill Enhancement Course (SEC)
Course Code – LNG-SEC-121
Course Title – Training in Structural Analysis of Languages
L T P C
2 0 0 2

Total Lectures/Hrs.: 90

Course Objectives:

The main objective of the paper is to provide training in linguistic analysis of a language.

Course Learning Outcomes:

After successfully completing the course students shall be able to:

Unit Unit wise Course Outcomes

- CO1: Have understanding of classification of speech sounds.
- CO2: Have knowledge of syllable, its structure and of the sound change.
- CO3: Understand morphemes and the word formation process.
- CO4: Learn sentences and its types and also the identification of syntactic units.
- CO5: Identify and analyze lexical vs. contextual meaning of words.

Course Content:

UNIT I: 18

Description of consonants and vowels; distribution of sounds; identification of sounds and phonemes;

UNIT II: 18

Syllable and syllabic structure; Sound behaviour; allophonic variation and sound change.

UNIT III: 18

Identification of morphemes and allomorphs; affixation processes (prefix, suffix, infix, circumfix); inflectional vs. derivational morphology; Word formation rules; roots, stem and base; bound roots vs. free roots.

UNIT IV: 18

Sentence vs. clause; different types of sentences and clauses; identification of syntactic units: words, phrases, clauses.

UNIT V: 18

Identification of lexical vs. contextual meaning; meaning in social context.

Essential Readings:

- Halliday, M.A.K. 2013. Introduction to Functional Grammar (4th Edition). New York: Routledge.
- Kroeger, Paul R. 2005. Analyzing Grammar: An Introduction. Cambridge: Cambridge University Press.
- Payne, Thomas E. 2006. Exploring Language Structure: A Student's Guide. Cambridge: Cambridge University Press.
- Shopen, Timothy. 2007. Language Typology and Syntactic Description. Vol. I-III. Cambridge: Cambridge University Press.

Suggested Readings:

- Burton-Roberts, N. 1986. Analysing Sentences: An Introduction to English Syntax. Cambridge: CUP.
- Redford Andrew, 1997. Syntax. A minimal introduction. Cambridge. Cambridge University Press
- Singh, R. and Agnihotri, R.K. 1997. Hindi Morphology: A Word Based Description. Delhi :MotilalBanarsidass.
- Van Riemsdijk, Hank and E. Williams 1986. Introduction to the theory of grammar. Cambridge. Mass. MIT Press.