Course Curriculum & Syllabi-2022-24
P.G. DEPARTMENT OF LINGUISTICS
BERHAMPUR UNIVERSITY

Introduction

About the P.G. Department of Linguistics

The Post Graduate Department of Linguistics at Berhampur University since 1983 focuses on study of language and its use in society. Each of the world's 6000 languages is a scientifically structured and valued system with its own sounds, its own grammar, its own identity and style. Language is one of the most valuable and characteristic assets of human beings and linguistics studies complex social and psychological behaviours and interactions. People use language to think with, to share our feelings and emotions, to collect information, to plan our activities, to make computers work for us, to gossip and ultimately to structure our societies. As a linguist, you will learn to make connections between theoretical, descriptive and applied issues in human communication. We offer a wide range of Linguistics program on campus such as MA Linguistics, Ph.D. and D.Litt.in Linguistics, and Diploma in Russian Language. Linguistics at Berhampur University since 1983 focuses on study of language and its use in society.

The course curriculum is prepared in tune with the UGC Model Curriculum (CBCT Pattern). Our MA and Ph.D. degree can lead to careers in Speech Pathology, Audiology, Computational Linguistics, Neurolinguistics, Language Documentation, Language Policy Planning, Language teaching, Publishing, Journalism, Adult and Child Literacy to name a few.

Faculty Members

1. Dr. Anup Kumar Kujur, Assistant Professor
   M.A, M.Phil. and Ph.D. (Linguistics).

2. Dr. Mendem Bapuji, Assistant Professor & Co-Ordinator
   M.A. (English) M.A. (Linguistics) M.Phil & Ph.D. (Applied Linguistics).

3. Dr. Bobita Sarangthem, Assistant Professor
   M.A. & Ph.D. (Linguistics).

Facilities in P.G. Department of Linguistics:

The P.G. Department of Linguistics has a wide range of books and also these can be found in the R.P. Padhi Library. The central library of the university has access to e-resources like ProQuest, J-Gate database, Oxford University Journals, Cambridge University Journals etc.

Endangered Language Research Project

The Title of the UGC Project is "Documentation and Development of Indigenous Languages of South Odisha" which is sanctioned under the UGC Scheme Promotion and Preservation of Indigenous and Endangered Languages during XII Plan. The thrust areas of research are Applied Linguistics, Sociolinguistics, and Indigenous and Endangered Languages Documentation.

Language Laboratory

Language Laboratory of Berhampur University is situated in the Department of Linguistics to the cater to the needs of the students of the department and the bona-fide students of other departments. It is designed to provide the students with wholistic growth and development. The main focus is laid on inculcating soft-skills and language skills (listening, speaking, reading and writing) required for getting an employment.

About the Syllabus

The course is meant for advanced readers in the field of Linguistics in general with a view to helping them acquire the following: (a) Greater flexibility in understanding the scientific study of Language, (b) ability to develop a understanding of how the Languages have developed, related, structured, and used in the society, (c) ability to use the theoretical and applied Linguistics at different inter disciplinary spheres such as Sociolinguistics, Anthropological Linguistics Computational Linguistics, Neurolinguistics etc., and (d) ability to understand, develop and document Grammar, Lexicon and other language and cultural elements of any Language of the world.

With an enhanced knowledge of universal properties of languages, the students can shape the world in promoting equal respects to all languages–major or minor, oral or written as cultural ambassadors.The course with its multi discipline approach will help the students to specialize in variety of fields. This will help the students find placement in different sectors with expertise in Linguistics.

Outcome of the Programme

The M.A. in Linguistics programme will enable the students develop an advanced command of several key areas of linguistic analysis as well as the ability to think critically about fundamental issues in the study of language structure, universals, variation, change, acquisition, and social dimensions of language use. This will help the students identify empirical patterns in collections of linguistic data and build well-supported linguistic analyses by developing, testing, and honing their hypotheses. Additionally, the curriculum will provide the students with the skills necessary to develop a testable research question that is based on existing literature, conduct the necessary research, assess the results, and develop an argument to support the conclusions.

General Course Framework and Structure (M.A. in Linguistics)

Semester	Core Course		Credits	Marks
1st Semester	LING C101 Introduction to Linguistics		4 credits for each paper =20 Credits	500 (100 Marks each Course /Paper)
	LING C102 Phonetics			
	LING C103 Phonology I			
	LING C104 Morphology			
	LING C105 TG Syntax			
2nd Semester	LING C201 Phonology II		4 credits for each paper =20 Credits	500 (100 Marks each Course /Paper)
	LING C202 Morphosyntax			
	LING C203 Semantics & Pragmatics			
	LING C204 Sociolinguistics			
	LING C205 Applied Linguistics			
	LING VAC206 Tools for Linguistic Analysis		Non Credit	Grade
	Core Course	**Core Elective / Allied Elective/ CBCT/ VAC/ AC**		
3rd Semester	LING C301 Languages of South-Asia	LING E303 Language Typology	4 credits for each paper = 20 Credits	500 (100 Marks each Course /Paper)
		LING E304 Psycholinguistics		
		LING E305 Stylistics		
		LING E306 Neurolinguistics		
	LING C302 Anthropological Linguistics	LING E307 Computational Linguistics		
		LING E308 Language and Education		
		LING E309 Language and Media		
		LING E310 Second Language Acquisition		
		LING E311 English Language Teaching		
		LING CT300 Basics of Language Science		
		LING VAC312 Linguistic Data Analysis	Non Credit	Grade
4th Semester	LING C401 Historical Linguistics	LING E404 Lexicography	4 credits for each paper =20 Credits	500 (100 Marks each
		LING E405 Language Testing		
	LING C402 History of Linguistics	LING E406 Multilingualism		
		LING E407		

		Translation Studies		Course /Paper)
	LING D403 Dissertation	LING E408 Advanced Historical Linguistics		
		LING E409 Natural Language Processing		
		LING AC410 Kabi Samrat Upendra Bhanja and Cultural Heritage of Ganjam	Non Credit	Grade
		Total	80 Credits	2000 Marks

(LING: Linguistics; C: Core Course; E: Core Elective; E: Allied Elective; CT: Choice Based Credit Transfer; VAC: Value Added Course; AC: Add-on Course)

- The students of M.A. in Linguistics have to opt for two Value Added Courses (LING-VAC206) in the 2nd Semester and (LING-VAC312) in the 3rd Semester.

- The students of M.A. in Linguistics are allowed to opt for any two Core Electives in a group of (LING-E303 to E311) in the 3rd Semester, provided sufficient numbers of students opt for the same course & experts are available.

- The students of other P.G. Departments may opt for CBCT course (LING-CT300) in the 3rd Semester.

- The students of M.A. in Linguistics are allowed to opt for any two Core Electives in a group of (LING-E404 to E409) in the 4th Semester, provided sufficient numbers of students opt for the same course and subject experts are available.

- The students of M.A. in Linguistics have to study an Add-on course (LING- AC410) in the 4th Semester.

- Total Number of Semesters – 04
- Total No. of Papers (all Semesters) – 20 (including Dissertation and CBCT) and 03 Non-credit courses (Two Value Added courses + One Add-on course)
- Total marks per paper - 100 marks.
- Each paper comprises - 04 credits
- Total number of credit- 80 credits
- Core Courses are Mandatory.
- Core/Allied Electives in each semester are meant for specialization.
- Choice Based Credit Transfer is offered to the students of other P.G. departments of 3rd Semester.
- Each theory paper shall have 20 marks for Mid-semester examination and 80 marks for End-semester examination.
- The duration for each paper is One hour in the Mid-semester examination and Three hours for the End Semester examination.
- Passing of Mid-semester examination is mandatory for filling-up the forms for the End Semester examination.

SEMESTER I

Course No.: **LING C101**
Course Name: **INTRODUCTION TO LINGUISTICS**
Semester: **I**   Credit: **4**   Course: **Core**

Objectives of the Course:

This is to give general introduction to Linguistics and to place language in the context of sign, mind, society and culture.It will provide an introduction to analysis of language at the level of sound organization.

Unit 1. Language and Communication   (Hours: 12)

Linguistics-what it is and what it is not; (Linguistics and Grammar); the scientific study of human language. Definitions of language; characteristics of human language; design features of human language; functions of human language (Jakobsonian and Hallidayan). Language and communication: Human and non-human communication; verbal and non-verbal communication; sign language; language-independent systems. Communication: a biological perspective.

Unit 2. Approaches to the study of language   (Hours: 12)

Three major research traditions in 20th century Linguistics: Structuralism, Formalism / Generative linguistics, Functionalism. Saussure's concept of language and Saussure's dichotomies; -etic, -emic; type, token. The concept of linguistic sign; syntagmatic and paradigmatic relation; langue and parole; competence and performance; form and substance.

Unit 3. Language, mind and brain   (Hours: 12)

Cognition (behaviourist, rationalist and relativist perspectives) as seen in Bloomfield, Chomsky, and Sapir and others).Innateness hypothesis.Language acquisition, Bi-/Multilingualism, critical period hypothesis. The modularity of brain, lateralisation and contralateralisation, Broca's and Wernicke's area; language disorders: Aphasia.

Unit 4. Linguistic Analysis I   (Hours: 12)

Basic concepts in phonetics and phonology Phonetics vs. phonology, phoneme and archiphoneme; 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.

Expected outcome of the course: Students would have a good knowledge about a language and its grammatical structures.

Suggested Reading

Akmajian A., R.A. Demers and R.M. Harnish, 1984. Second revised edition. Linguistics: An Introduction to Language and Communication. Cambridge, Mass: MIT Press. (Indian ed. 1991. Prentice Hall.)

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

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

Bright, W. (ed.) 1992. International Encyclopedia of Linguistics. New York: OUP.

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

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: Oup.

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): CUP.

_____.1981. Language and Linguistics. Cambridge (UK): CUP.

Redford, A. 1988. Transformational Grammar: A First Course. Cambridge (UK): CUP.

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

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

Smith, N. and D. Wilson. 1979. Modern Linguistics. The Results of Chomsky's Revolution. Harmondsworth: Penguin Books.

Verma, S.K., and N. Krishnaswamy. 1993. Introduction to Modern Linguistics. Delhi: OUP.

Course No.: **LING C102**
Course Name: **PHONETICS**
Semester: **I**   Credit: **4**   Course: **Core**

Objectives of the Course:

It aims to identify the parts of the vocal tract and their roles in speech production and articulate and learn the physical features of consonants and vowels. It enables to understand syllables, suprasegmental features, and acoustic properties of speech using acoustic analysis software.

Unit 1. Study of Speech   (Hours: 12)

Phonetics: articulatory, auditory and acoustic aspects.

Unit 2. Speech of Production   (Hours: 12)

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

Unit 3. Classification of Sounds (Hours: 12)

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

Unit 4. Phonetic Transcription (Hours: 12)

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

Outcomes of the course: This will increase your understanding and awareness of phonetics and make the students familiar with describing and analyzing pronunciation, as well as be able to read and write phonemic transcriptions.

Outcome of the course:
- By the end of the course students should be able:
- To be able to find out the structures involved and their functions in speech production.
- To apply IPA to unknown languages.
- To assess phonological disorders.
- To Understand speech as a science.

Suggested Readings:

Abercrombie, D. 1967.Elements of General Phonetics. Edinburgh: Edinburgh University Press.
Clark, J. C. Yallop. 1990. An Introduction to Phonetics and Phonology. Oxford, Basil Blackwell
Ladefoged, P. and I. Maddison. 1996. The Sounds of the World's Language. Oxford: Basil Blackwell.
Laver, J. 1994. Principles of Phonetics Cambridge: University Press.
O'Corner, J.D. 1973. Phonetics. London: Penguin.

Course No.: **LING C103**
Course Name: **PHONOLOGY - I**
Semester: **I**   Credit: **4**   Course: **Core**

Objectives of the Course:

It highlights the various concepts related to phonology. It acquaints the students with different types of phonology and the approaches to phonology.

Unit 1. Phonemic Organization (Hours: 12)

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; morphophonemic alternations.

Unit 2. Phonological Representation (Hours: 12)

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

Unit 3. Generative Phonology (Hours: 12)

Goals of phonological theory, levels of representation, assumptions. Solutions to some problems, Rule formalism and Rule ordering, abbreviatory conventions, braces, bracket, parenthesis, angled bracket and alpha notation; P-rule types; rule ordering hypothesis; feeding vs. bleeding, counter feeding vs. counter bleeding, disjunctive vs. conjunctive.

Unit 4. Practical Exercises (Hours: 12)

Phoneme analysis; formulation of rules.

Outcome of the course:

- By the end of the course students should be able:
- To understand in differentiating specific sound system of a language.
- To recognize the general patterns of sounds in a language.
- To gain knowledge in the use of various theoretical applications distinctive feature theory.
- To improve the knowledge in the interface between phonology and morphology
- To invent the phonemic inventories for various languages.

Suggested 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: AkademishForlog.
Fudge, E.C. (ed.) 1973. Phonology. Harmondsworth: Penguin.
Joos, M. (ed.) 1968. Reading in Linguistics. Vol. 1. new York: American Council of Learned Socities.
Pike, K.L. 1947. Phonemics .Ann Arbor: The University of Michigan Press.
Schane, S.A. 1973. B Generative Phonology. Englewood-cliffs. N.J.: Prentice Hall.
Trubetzkoy, N.S. 1979. Principles of phonology. Baltaxe, CAM (Trans) 1969. Berkeley: University of California Press.

Course No.: **LING C104**
Course Name: **MORPHOLOGY**
Semester: **I**   Credit: **4**   Course: **Core**

Objectives of the Course:

It introduces the basic concepts in Morphology. It focuses on the system of morphological and morphophonemic structures in language.

Unit 1. Basic Concepts (Hours: 12)

Simple and complex words; root, stem, word; free and bound morphemes; prefixes, suffixes and infixes, zero morpheme; invariant words; open versus closed class words. Models: morpheme-based: morph (types of morph), morpheme (types of morpheme), allomorph (conditioning), identification of morphemes (Nida's principles); item and arrangement and item and process models; word-based: word and paradigm; morphological typology (classification of languages into synthetic: agglutinating, inflecting and polysynthetic, and analytic: isolating types), morphological universals.

Unit 2. Compounds (Hours: 12)

Type of compounds; formal vs. semantic classification; rules of compound formation.

Unit 3. Morphological Processes (Hours: 12)

Morphological processes (affixation, compounding, reduplication, suppletion, echo-formation, reduplication), morphological productivity; inflection and derivation (inflection categories of nouns, verbal inflection categories).

Unit 4. Morphophonemic Processes (Hours: 12)

Phonological changes; intra and inter categorical morphology; backformation; item and arrangement; word and paradigm; item and process; concatenation; cliticization. Morphophonemic processes (assimilation, dissimilation, metathesis, etc.), alternations and types of alternation, sandhi (internal and external).

Expected Outcome of the course:

The outcome of this course is to provide them a thorough and deeper knowledge of linguistics and prepare them for conducting fieldwork in any Indian languages. This course will shape their knowledge for better understanding on language structures and helped in doing better fieldwork and research in the language description.

Suggested Readings:

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.
Spencer, A. 1991. Morphological Theory. Oxford: Basil Blackwell.
Singh, R. and Agnihotri, R.K. 1997. Hindi Morphology: A word based description. Delhi : MotilalBanarsidas

Course No.: **LING C105**
Course Name: **TRANSFORMATIONAL GENERATIVE SYNTAX**
Semester: **I**   Credit: **4**   Course: **Core**

Objectives of the Course:

This introduces the basic assumptions and goals of syntax. It focuses on syntactic structures of language. It develops an understanding on the relationships different constituents of a sentence or a phrase.

Unit 1. Assumptions and goals of a syntactic theory   (Hours: 12)

Concepts of competence and performance; universal grammar and language specific grammar; grammar as a theory of language acquisition; descriptively and explanatorily adequate grammar, evaluation and expressive power of a syntactic theory.

Unit 2. Syntactic structure   (Hours: 12)

Basic lexical categories in terms of distinctive features + / -N, + / -V, advantage and limitation of such an approach. Basic phrasal categories: syntactic tests to identify lexical and phrasal categories of a language. Discontinuous constituents and the concept of deep structure. Overt and non-overt categories, functional categories and the role of auxiliary verbs, empty categories and constituents. Relation between structures: command, c-command, m-command and government.

Unit 3. X-bar syntax   (Hours: 12)

Why x-bar syntax? Concepts of head, specifier and complements. Difference between complements and adjuncts. Projection and extended projection principles. Maximal projections of lexical and functional categories.

Unit 4. Lexicon   (Hours: 12)

C-selection and s-selection properties of lexical items, combinatory factors and generation of constituents. Thematic relations between predicate and arguments in a sentence. Theta roles and theta grid of predicates of various types. Why move Alpha: types of movements, motivation for

movement and case theory; condition on movement (e.g. subjacency/ barrier); consequences of movements and interpretation of traces.

Outcomes of the course: It will enable the students to have adequate knowledge of a system of language analysis that recognizes the relationship among the various elements of a sentence and among the possible sentences of a language and uses processes or rules.

Suggested Readings:

Cowper, Elizabeth A. 1992. A Concise introduction to syntactic theory : The Government and binding approach. Chicago: The University of Chicago Press.
Freidin, R. 1992. Foundations of Generative Syntax. Cambridge. Mass: MIT Press
Haegeman, L. 1991. (rev. Ed.). Introduction to Government and Binding Theory. Oxford: Blackwell.
Radford Andrew. 1981. Transformational Syntax. (Chapter 1-4 only). Cambridge. CUP
_____.1988. Transformational Grammar (Chapter 4- 10 only). Cambridge. CUP
Redford Andrew, 1997. Syntax. A minimal introduction. Cambridge. CUP
Van Riemsdijk, Hank and E. Williams. 1986. Introduction to the theory of grammar. Cambridge. Mass. MIT Press.

SEMESTER II

Course No.: **LING C201**
Course Name: **PHONOLOGY II**
Semester: **II**   Credit: **4**   Course: **Core**

Objectives of the Course:

This paper discusses different features and models of phonology. It provides various distinctive oppositions.

Unit 1. Distinctive Feature Theory   (Hours: 12)

Phoneme vs. feature; Prague school on distinctive oppositions binary principle, Trubetzkoy and Jakobson's theory of distinctive features; the distinctive features in Sound Pattern of English (Chomsky and Halle), diacritic features.

Unit 2. Post SPE linear models   (Hours: 12)

Natural generative phonology; ban on absolute neutralization, true generation condition; no ordering condition; rule types; p-rules, MP-rules, well-formedness rules. Natural Phonology.

Unit 3. Non-Linear models   (Hours: 12)

Phonological representations, advantage of non-linear models over linear models; Autosegmental and CV Phonology- skeletal tier (timing tier, CV tier); syllable and word, syllable weight.

Metrical phonology; Syllable structure, word stress and prosodic levels, metrical trees; notation and interpretation; metrical grids; trees and grids.

Unit 4. Lexical phonology (Hours: 12)

Lexical phonology: Interaction of phonology and morphology; concept of strict cyclicity in lexical phonology – irregular inflection, class I derivation, class II derivation, compounding, regular inflection; lexical and post-lexical rules. prosodic hierarchy.

Expected outcome of the course:

The course will impart the knowledge of the structure and systematic patterning of sounds in human language under the Phonology. The students with a deeper knowledge of understanding phonological theory through presenting a theoretical framework focusing on its emergence , its component , and its distinctive features

Suggested Readings:

Chomsky, Noam. and Halle, M. 1968. The Sound Pattern of English. New York: Harper.

Durand, Jacques. 1990. Generative and Non-linear Phonology. Longman.

Fischer - Jorgensen, E. 1975. Trends in Phonological Theory. Copenhagen; AkdedemiskForlog.

Goldsmith, J. (Ed.) 1999. Phonological Theory: The Essential Readings. Cambridge: Blackwell

Goldsmith, J. (Ed.) 1995. The Handbook of Phonological Theory. Cambridge: Blackwell.

Goldsmith, J. A. 1990. Autosegmental and Metrical Phonology. Blackwell.

Hyman, Larry. 1975. Phonology: theory and analysis. New York: Holt, Rinehart and Winston.

Jensen, John T. 2004. Principles of Generative Phonology. Amsterdam: JohnBenjamins.

Kager, R. 1999. Optimality Theory. Cambridge University Press

Kenstowicz, M. 1994. Phonology in Generative Grammar. Cambridge. Blackwell.

Lass, R. 1984. Phonology. Cambridge University Press.

Rocca, I. and Johanson, W. 1999. A course in Phonology. Oxford: Blackwell.

Trubetzkoy, N.S. 1939. English Trans. C Baltaxe (1969). Principles of

Phonology. Berkeley University of California Press.

Course No.: **LING C202**
Course Name: **MORPHOSYNTAX**
Semester: **II**   Credit: **4**   Course: **Core**

Objectives of the Course:

The focus is on the correlation between morphology and syntax. It aims to highlight the morphosyntactic interfaces with respect to various phrases and relations.

Unit 1   (Hours: 12)

Introduction: Definition of Morphosyntax; autonomy of word; inflectional and derivational morphology; grammatical categories, features and values; morphosyntactic vs morphosemantic features.

Unit 2   (Hours: 12)

Development of morphosyntax: Lexicalist hypotheses; morphology syntax interface by Anderson (1986); Distributed morphology and amorphous morphology; morphosyntax and grammaticalization.

Unit 3   (Hours: 12)

Morphosyntactic properties: Agreement properties, inherent properties, configurational properties and phrasal properties; inventory of morphosyntactic properties.

Unit 4   (Hours: 12)

Morphosyntactic features and values: Features and values: agreement, government; Inventory of morphosyntactic features; gender, number, person, definiteness, respect; Inherent and contextual features; Principles of feature classification: participation in agreement and government; Morpho syntax and mirror principle.

Outcome of the course: Critically analyze morphologically complex words from a range of typologically diverse languages. Compare and contrast word structures across language and language families. Develop levels of argumentation sufficient to explain synchronic morphological and morphophonological processes, as well as diachronic processes such as grammaticalization.

Suggested Reading

Anderson, S. 1986. "Disjunctive Ordering in Inflectional Morphology". Natural Language and Linguistic Theory: Cambridge, Mass:

Anderson, S. 1992. Amorphous Morphology, Cambridge University Press, Cambridge. Anderson, Stephen R. 1992. Where's morphology? Linguistic Inquiry 13:571-612.

Anna Kibort and Greville G. Corbett. 2010. Features: Perspectives on a Key Notion in Linguistics. Oxford University Press.

Baker, M. 1985. "The Mirror Principle and Morphosyntactic Explanation," Linguistic Inquiry 16, 373–416.

Chomsky, N. 1970. "Remarks on Nominalization," in R. Jacobs and P. Rosenbaum, eds., Readings in English Transformational Grammar, Georgetown University Press, Washington

D.C Dixon, R. M. W. 2010b. Basic Linguistic Theory, vol. 2. Grammatical topics. Oxford: Oxford University Press.

Dixon, R. M. W. 2012. Basic Linguistic Theory, vol. 3. Further Grammatical Topics. Oxford: Oxford University Press. Dixon, R. M. W. 2010a. Basic Linguistic Theory, vol. 1.Methodology. Oxford: Oxford University Press.

Kibort, Anna. 2010. Towards a typology of grammatical features. In: Kibort, Anna & Greville G. Corbett (eds) Features: Perspectives on a Key Notion in Linguistics. Oxford: Oxford University Press. 64-106.

Subrahmanyam, P. S. 2013 .The Morphosyntax of Dravidian Languages . Thiruvananthapuram: Dravidian Linguistics Association.

Steever, Sanford B. 1993. Analysis to synthesis: The development of complex verb morphology in the Dravidian languages. Oxford: Oxford University Press.

Steever, Sanford B. 1988. Serial verb formation in the Dravidian languages. Delhi: Motilal Banarsidas.

Reddy, Ramakrishna B. (ed) 2003. Agreement in Dravidian Languages: International Institute of Tamil Studies, Chennai
Thomas E. Payne. 1997. Describing Morphosyntax: a Guide for Field Linguists: Oxford University Press

Course No.: **LING C203**
Course Name: **SEMANTICS & PRAGMATICS**
Semester: **II**   Credit: **4**   Course: **Core**
Objectives of the Course:

The basic concepts and methods are discussed for the analysis of natural language meaning through a survey of major current approaches and their findings.

Unit 1. Approaches and basic concepts   (Hours: 12)

Semantics and pragmatics: definitions and scope; Literalist and contextualist approaches. Meaning, use and mention, type and token; form and expression; symbol, icon and index; sense and reference; denotation and connotation; deixis and definiteness, words and lexeme.

Unit 2. Sense relations   (Hours: 12)

Paradigmatic relations in lexical semantic; synonymy, hyponymy; anatomy; gradable, nongradable (i.e. complementary) and converse relations; incompatibility and contradiction; homonymy, polysemy and ambiguity; extension of meaning, prototype theory and metaphors.

Unit 3. Semantic components of the lexicon   (Hours: 12)

Structural semantics and field semantics; organization of lexemes into fields of meaning; hierarchical structure in the vocabulary and lexical gaps; componential analysis and the concept of semantic primes in transformational grammar, lexical decomposition and conceptual structure.

Unit 4. Sentence meaning   (Hours: 12)

Sentence and proposition, predicates, arguments and their participant roles, connectiveness, statements, contradictions, questions and variables, presupposition and focus, logical presupposition and entailment, truth value of propositions, paraphrase relations, analytical meaning of sentences.

Expected outcome of the course: Students would have a good knowledge in understanding the nature of meaning and how context contributes to meaning.

Suggested Readings:

Austin, J.L. 1962. (2nd ed. 1975). How to do things with words. Oxford: Clarendon Press.
Ariel, Mira (2008). Pragmatics and Grammar. Cambridge: Cambridge University Press.
_____ (2010). Defining Pragmatics. Cambridge University Press.
Berlin, and Paul Kay. 1969. Basic colour terms: Their Universality and Evolution. Berkeley University of California Press

.Chierchia, G. and S. McConnell Gianet 1990. Meaning and Grammar: An introduction to semantics. Cambridge, Mass: MIT Press.
Davidson, Donald, 1984. Inquiries into truth and interpretation. Oxford: OUP.
Grice, H.P. 1975. "Logic and Conversation" in Peter Cole and Jerry Morgan (ed.) Syntax and Semantics Vol 3. Speech Acts 43-58, New York: Academic Press.
Grice, H.P. 1978. "Further Notes on Logic and Conversation", in Peter Cole and Jeny Morgan (eds.) Syntax and Semantics, Vol. 9: Pragmatics, 113-28. New York: Academic Press.
Hurford, James R. and Brendan Heasley. 1983. Semantics: A Course Book. CUP
Jackendoff, Ray. 1990. Semantic Structure. Cambridge, Mass: MIT Press.
Lakoff, George and Mark Johnson, 1980. Metaphors we live by. Chicago: University Press of Chicago Press.
Leech, Geoffrey N. 1981. (rev. ed. 1994). Semantics. Penguin.
_____ (1983) Principles of Pragmatics. London: Longman.
Levinson, Stephen C. (1983) Pragmatics. Cambridge UniversityPress.

Levinson, Stephen C. (2000). Presumptivemeanings: The theory of generalizedconversationalimplicature. MIT Press

Lyons, J. 1997. Semantics Vol 1 & 2. Cambridge University Press.

Pustejovsky, James (ed.) 1993. Semantics and the Lexicon. Dordrecht: Kluwer.

Saeed, John 1. 1997. Semantics. London: Blackwell.

Searle, John. 1969. Speech Acts. Cambridge University Press.

Silverstein, Michael. 1976. "Shifters, Linguistic Categories, and Cultural Description," in Meaning and Anthropology, Basso and Selby, eds. New York: Harper & Row

Verschueren, Jef. (1999) Understanding Pragmatics. London, New York: Arnold Publishers

Verschueren, Jef, Jan-Ola Östman, Jan Blommaert, eds. (1995) Handbook of Pragmatics. Amsterdam: Benjamins.

Yule, George (1996) Pragmatics (Oxford Introductions to Language Study). Oxford University Press.

Course No.: **LING C204**
Course Name: **SOCIOLINGUISTICS**
Semester: **II**   Credit: **4**   Course: **Core**

Objectives of the Course:

It highlights the relationship between language and society, and methods for analyzing variation in language use. It also enables the students to analyze language from the societal perspective.

Unit 1. Language in society   (Hours: 12)

Sociolinguistics and Linguistics; Sociolinguistics and Sociology of language; Knowledge of Language- Competence and performance; Language or Dialect? Mutual intelligibility, Standardization, Regional Dialects, Social Dialects; Styles, Registers, and Genres; Standard and non- standard varieties; Multilingualism as a Societal Phenomenon; Diglossia; Language contact-Code Mixing, Code Switching; Lingua Francas; Pidgin and Creole Languages

Unit 2. Sociolinguistic Dimensions   (Hours: 12)

Social Dimensions of Language - Speech Communities, Social Variable, Varieties and Variation -Language Change in Progress: Variation as it Happens; Social Factors in Language Change - Gender as a Sociolinguistic Variable: New Perspectives on Variation Studies, Age as a Sociolinguistic Variable; Linguistic Dimensions of Society – Linguistic Variable Language Contact and Language Displacement, Language Conflict; Multilingualism; Language and Identity; Language and Ethnicity: The View from Within; Language Variation and Change - The Traditional View, Externally motivated change, Trees and waves; Changes in Progress, Change over time or age-grading, Martha's Vineyard: A study of social dialects; Stereotypes, markers

and indicators; The Process of Change, Change from above and below, Social network theory and language change, Lexical diffusion

Unit 3. Theoretical Foundations (Hours: 12)

History of Sociolinguistics and Theoretical Foundations of sociolinguistics - Ferguson and Fishman: Sociolinguistics and the Sociology of Language; Labov: Language Variation and Change, and Three Waves of Variation Studies; Bernstein: Codes and Social Class; Dell Hymes and the Ethnography of Communication; Gumperz and Interactional Sociolinguistics; Sapir-Whorf Hypothesis; Accommodation Theory

Unit 4. Sociolinguistic methodology (Hours: 12)

Research methodology in Sociolinguistics – Methods of data collection; Asking the informant, Interview, Survey and Questionnaire, Ethnography / participant-observation; Techniques; Sampling; Apparent time and real time; Correlations: dependent and independent variables; Quantitative sociolinguistics

Outcomes of the course:

Students will know about the relationship between language and society and various theories and methods for sociolinguistic analyses.

Suggested Reading:

Cameron, D. et al. 1992. Researching language: issues of power and method. London: Routledge.
Chambers, J. 1995. Sociolinguistic Theory. Oxford: Blackwell.
Labov, W. 1994. Principles of Linguistic Change, Vol. 1, Internal Factors. Wiley.
Labov, W. 2001. Principles of Linguistic Change, Vol. 2, Social Factors. Blackwell.
Dittmar, N. 1976. Foundations in sociolinguistics. London: Edward Arnold.
Hymes, D. 1974. Foundations in sociolinguistics: An ethnographic approach. Philadelphia: University of Pennsylvania Press.
Mesthrie, R. et al. (eds.). 2000. Introducing Sociolinguistics. Edinburgh University Press.
Meyerhof, M. 2006. Introducing Sociolinguistics. London: Routledge.
Trudgill, P. 1976. Sociolinguistics. Penguin Books.
Wardhaugh, R. 1992. An Introduction to Sociolinguistics. Oxford: Blackwell Inc. New York.
Wodak, R., Johnstone, B., & Kerswill, P. (2011). *The SAGE handbook of sociolinguistics*. SAGE Publications Ltd.

Course No.: **LING C205**
Course Name: **APPLIED LINGUISTICS**
Semester: **II**   Credit: **4**   Course: **Core**

Objectives of the Course:

The students are introduced to the broad areas in the field of Applied Linguistics including language structure and language use in relation to language acquisition, brain, culture, society, communication and computation.

Unit 1. Theoretical and applied linguistics   (Hours: 12)

History and growth of applied linguistics as a discipline. Relation between theoretical Linguistics and Applied Linguistics. Scope of applied Linguistics (including translation studies and stylistics).

Unit 2. Language teaching   (Hours: 12)

The status of the 'native speaker' in language teaching; behaviouristic and mentalistic approaches; contrastive analysis and error analysis; language learning vs. language acquisition; first and second language teaching; language skills; learner variables: motivation, attitude and aptitude for learning a second language; language teaching at primary and secondary levels; social, cultural and linguistic settings for language teaching

Unit 3. Models and methods   (Hours: 12)

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   (Hours: 12)

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.

Outcome of the course:

- By the end of the course students should be able:
- To have an overall understanding of the language as a system (phonology, morphology, syntax, semantics, and pragmatics).
- To have proper ability to use core subjects wherever they are applicable.
- To apply the concepts, theories, and methodologies used by linguists.

- To have natural understanding of correlating the linguistic structure and patterns of language use with other families of languages.

Suggested Readings:

Bell, R.T. 1981. An Introduction to applied linguistics. London: Batsford Academic and Educational Limited.

Cook, V. 2011. Second Language Learning and Language Teaching. UK, Benedetta: Bassetti Psychology Press.

Cook. G, 2003. Applied Linguistics. UK: Oxford University Press.

Davies, A. 1999. An Introduction to Applied Linguistics: From Practice to Theory. Edinburgh: Edinburgh University Press.

Dulay, H.; M. Butt and S. Krashen, 1982. Language two. OUP.

Gass, S.M. and J. Sachachter, ed. 1989. Linguistic perspective on second language acquisition. Cambridge University Press.

Halliday, M.A.K.. et al. 1964. The linguistic science and language teaching. London: Longman.

Sridhar, S. N. 1993. What are applied linguistics? International Journal of Applied Linguistics, 3: 3-16, Wiley.

Stern, H. H. 2001 (11th impression). Fundamental Concepts of Language Teaching. UK: Oxford University Press.

Tomic, O. M. and R.W. Shuy (eds.). 1987. Relations of Theoretical and Applied Linguistics. New York: Plenum

Wilkins, D.A. 1980. Linguistic in Language teaching. London, Edward Arnold Ltd.

Course No**.: LING VAC206**
Course Name**: Tools for Linguistics Analysis**
Semester**: II   Credit: Non-credit**   Course**: Value Added Course**

Objectives of the Course:

It presents the requisite tools for linguistic analyses of languages. Analyzing language forms an indispensable part of linguistic learning and researches.

Unit 1. PRAAT: Spectrographic analysis of Vowels and Consonants, Articulatory Synthesis, and Neural networks

Unit 2. FLEx: Data Storage Management of linguistic components

Unit 3. ELAN: Multi-media (video and audio recordings) annotation of linguistic data, Time-aligned transcriptions

Unit 4. Language Archive: Organization, methods and techniques for archiving of linguistic data

Outcome of the Course:

The students will be better equipped with the knowledge of tools essential for the linguistic analyses.

SEMESTER III

Course No.: **LING C301**
Course Name: **LANGUAGES OF SOUTH-ASIA**
Semester: **III** Credit: **4**   Course: **Core**

Objectives of the Course:

It introduces the history of language families and their present day geographic distribution in South Asia. It highlights the characteristics of each language family in South Asia. It discusses the writing systems prevalent in the regions.

Unit 1.South Asia as a Linguistic and Sociolinguistic Area, and Writing systems(Hours: 12)

Concept of Linguistic area, major characteristic features of South Asia as a linguistic area. The concept of sociolinguistic area: major characteristic features of the sociolinguistics area. The development of writing systems in South Asia. The development of Brahmi and Kharosti Script. The major writing systems of South Asia: characteristics and development from early stages to the modern stage in south Asia.

Unit 2. Indo-Aryan languages   (Hours: 12)

Survey of Classical and modern Indo-Aryan languages in and outside India, Dravidian languages in India, their external history and broad grouping. Their main characteristic features.

Unit 3. Dravidian and Austro-Asiatic languages   (Hours: 12)

Survey of Dravidian and Austro-Asiatic languages in India, their external history and broad grouping and place within Austro-Asiatic; their main characteristic features.

Unit 4. Tibeto-Burman, Andamanese language families and Other languages of South – Asia   (Hours: 12)

Survey of Tibeto-Burman, Andamanese in India, their external history and broad grouping and place within Tibeto-Burman; their main characteristic features. Language isolates, Burushaski, Nihali- salient characteristic features.

Outcome of the course:

The students will acquire the knowledge about the linguistic features of the languages of the South-Asia in general and India in particular.

Suggested Readings:

Abbi, A. (2006). Endangered Languages of the Andaman Islands. Germany: Lincom GmbH.

Anderson, G. D.S. 2001. "A New Classification of South Munda: Evidence from Comparative Verb Morphology." Indian Linguistics 62:21-36

_____ 2003. "Dravidian influence on Munda." International Journal of Dravidian Linguistics 32/1:27-48.

_____ 2004. "Advances in proto-Munda reconstruction." Mon-Khmer Studies 34:159-184.

_____ 2006. The Munda Verb. Typological Perspectives. Berlin: Mouton de Gruyter (Trends in Linguistics, Studies and Monographs, 174).

_____ 2008. "Introduction to the Munda languages." In: Gregory D.S. Anderson (ed.), The Munda Languages. London / New York: Routledge. [Routledge Language Family Series]. 1-10.

Andronov, M. S. 2003. A Comparative Grammar of the Dravidian Languages. München: Lincom Europa (LINCOM Language Research 03)

Benedict, P. K. 1972. Sino-Tibetan: a conspectus. (Contributing editor: James A. Matisoff) Cambridge University Press.

Bhattacharya, S. 1972. "Dravidian and Munda: A Good Field for Areal and Typological Studies." III Seminar on Dravidian Linguistics, Annamalai University, 241-65

_____ 1975. "Linguistic convergence in the Dravido-Munda culture area" International Journal of Dravidian Linguistics 4:199-214

Bloch, J. 1954. The Grammatical Structure of Dravidian Languages. Poona

Bradley, D. (ed.). 1997. Tibeto-Burman Languages of the Himalayas. Canberra: Australian National University (Pacific Linguistics)

Cardona, G., D. Jain, (eds.). 2003. The Indo-Aryan Languages. Routledge.

Chatterji, S. K. 1963. Languages and Literatures of Modern India, Section A.

_____ 1950. Kirata - Jana - Kriti, Journal of the RASB, Letter's

Census of India.1971. Grammatical sketches of Indian Languages with comparative vocabulary.(Part I).

Diffloth, G. & N. Zide. 1992. "Austro-Asiatic languages." In: William Bright (ed.): International Encyclopedia of Linguistics. New York: Oxford University Press. Vol. I:137-42

Donegan, P. J. 1993. "Rhythm and Vocalic Drift in Munda and Mon-Khmer" Linguistics of the Tibeto-Burman Area 16/1.

Emeneau, M.B. 1980. Language and Linguistic area. Essays selected by A. S. Dil. Stanford University Press.

Ghatage, A.M. 1962. Historical Linguistics and Indo - Aryan Languages, Bombay University Publication.

Hale, A. 1982. Research on Tibeto-Burman Languages. Mouton. Trends In Linguistics - state - of art report - 14.

Jensen, H. 1970. Sign, symbol and script. London: George Allen & Unwin Ltd.

Jenner, P. N., L. C. Thompson, and S. Starosta (eds.). Austroasiatic Studies, Two Volumes. Honolulu: University of Hawaii (Oceanic Linguistics, Special Publication, No. 13)

Grierson, G.A. 1903-28. Linguistic Survey of India (11 vols.).

Krishnamurti, Bh. 2003.The Dravidian Languages. Cambridge University Press.

Kuiper, F. B. J. 1962.Nihali, a Comparative Study. Amsterdam,

Lorimer, D.L.R. 1935-38. The Burushaski Language, 3 vols. Oslo.

LaPolla, R. J. 2001. "The role of migration and language contact in the development of the Sino-Tibetan language family."R. M. W. Dixon and A. Y. Aikhenvald (eds.). Areal Diffussion and Genetic Inheritance.Oxford: Oxford University Press: 225-254

Masica, C.P. 1976. Defining a Linguistic area: South Asia. Chicago: Uni. of Chicago Press.

_____ 1991. The Indo-Aryan Languages. Cambridge University Press.

Matisoff, J. A. 1991. "Sino-Tibetan linguistics: present state and future prospects." Annual Review of Anthropology 20: 469-504.

Matisoff, J. A., S. P. Baron & J. Lowe. 1996. Language and dialects of Tibeto-Burman, Center for Southeast Asia Studies: University of California, Berkeley.

Meritt, R. 1977.Guide to Languages of the World. Stanford: Stanford Uni. Press

Munshi, S. 2006. Jammu and Kashmir Burushaski: Language, language contact, and change. Unpublished Ph.D. Dissertation. Austin: University of Texas at Austin, Department of Linguistics.

Nagaraja, K.S. 1989. Austroasiatic Languages. A Linguistic Bibliography. Pune: Deccan College, Post-Graduate & Research Institute

Parkin, R. 1991. A Guide to Austroasiatic Speakers and their Languages. Honolulu: University of Hawaii Press (Oceanic Linguistics Special Publication, 23)

Sidwell, P. 2009. Classifying the Austroasiatic languages: history and state of the art. LINCOM studies in Asian linguistics, 76. Munich: Lincom Europa.

Subrahmanyam, P. S. 1983.Dravidian Comparative Phonology. Annamalai University.

van Driem, G. 2001.Languages of the Himalayas: An Ethnolinguistic Handbook of the Greater Himalayan Region. BRILL

Zvelebil, K. 1990.Dravidian Linguistics: An Introduction. Pondicherry Institute of Linguistics and Culture.

Zide, N. H. (ed.). 1966. Studies in Comparative Austroasiatic Linguistics. (Indo-Iranian Monographs, V). The Hague: Mouton

Zograph, G. A. 1982. Languages of South Asia (translated by G. L. Campbell). London: Routledge and Kegan Paul.

Course No.: **LING C302**
Course Name: **ANTHROPOLOGICAL LINGUISTICS**
Semester: **III**   Credit: **4**   Course: **Core**

Objectives of the Course:

This course intends to introduce the students to the field of anthropological linguistics as an interdisciplinary field to study interrelationships between language and culture.

Unit 1. Introduction   (Hours: 12)

Scope of Anthropological Linguistics- interrelationships between language and culture (other terms: linguistic anthropology and ethnolinguistics); definitions of culture, ethnicity, race, language, meaning, cognition; cultural practices, meaning in cultural practices, linguistic practices; anthropological linguistics and sociolinguistics.

Unit 2. Methodology in Anthropological Linguistics (Hours: 12)

Linguistic descriptions, especially meanings of grammatical structures (cognitive grammar (Langacker), semantic approach to grammar (Wierzbicka), construction grammar (Fillmore)); ethnography; issues in correlating morpho-syntactic structures of a language with cultural aspects of a community, cross-linguistic studies.

Unit 3. Relativism and Universalism (Hours: 12)

Relativism- cultural and linguistic constraints on mind, linguistic relativity: Boas, Sapir, Whorf, world view: Whorf, Hale; universalism- innate constraints on mind; kinship, colour, space, time, classifiers from the points of view of relativism and universalism. Linguistic Relativity Revisited: Lucy, Gumperz and Levinson. The case of Piranha.

Unit 4. Language and Ethnicity (Hours: 12)

Language and ethnic identity; linguistic features and individual ethnic identity (case studies mentioned in Fought, 2006), linguistic features and ethnic identity in groups- case studies like African American Vernacular English, Ebonics debate, ethnic identity in South and Southeast Asia in terms of linguistic cultures (Schiffman, 1999).

Outcome of the course:

students will be equipped with the conceptual tools to think about and analyze linguistic data in social contexts of use.

Suggested Readings:

Ahearn, Laura M. (2017). Living Language: An Introduction to Linguistic Anthropology (2nd edn.). Malden, MA: Wiley-Blackwell.

Boas, F. 1911. Introduction in F. Boas (ed.) Handbook of American Indian languages. Smithsonian Institution Bureau of American Ethnology Bulletin 40. Washington: Government Printing Office: 5-83.

Danesi, Marcel (2004). A Basic Course in Anthropological Linguistics. Toronto: Canadian Scholars' Press Inc.

Dorain, N. C. 1999. Linguistic and ethnographic fieldwork. In J. A. Fishamn (ed.) *Handbook of language and ethnic identity*. New York: Oxford University Press: 25-41.
Duranti, A. 1997. Linguistic Anthropology. Cambridge University Press.

Enfield, N. J., Kockelman, Paul, & Jack Sidnell (eds). (2014). The Cambridge Handbook of Linguistic Anthropology. Cambridge: Cambridge University Press.

Foley, W. 1997. Anthropological Linguistics: An Introduction. Blackwell.

Ottenheimer, Harriet Joseph and Pine, Judith M. S. (2018). The Anthropology of Language: An Introduction to Linguistic Anthropology (4th edn.). Cengage Learning, Inc.

Sapir, E. 1912. Language and environment. The American Anthropologist Vol. 14: 226-242.

Whorf, B. L. 1956a (1939). The Relation of habitual thought and behaviour to language. In J. B. Carroll (ed.) Language, thought and reality: selected writings of Benjamin Lee Whorf. Cambridge: MIT Press: 134-159.

Whorf, B. L. 1956d (1941). Language, mind and reality. In J. B. Carroll (ed.) Language, thought and reality: selected writings of Benjamin Lee Whorf. Cambridge: MIT Press: 246-270.

Course No.: **LING E303**
Course Name: **LANGUAGE TYPOLOGY**
Semester: **III** Credit: **4**   Course: **Core Elective**

Objectives of the Course:

It gives an introduction to the principles and practices of linguistic typology, i.e. the cross-linguistic comparison of languages independent of their historical and geographical connections. It examines similarities and variation between languages in terms of their structural characteristics. It provides explanations for the patterns found in the distribution of these variation and similarities.

Unit 1. Language Universal and universal grammar   (Hours: 12)

Language typology and language universals; Types of universals; Genetic, typological and typological classifications of language; formal and substantive universals; implicational and non-implicational universals; Contribution of typological research to Linguistic theory – Inductive vs. Deductive Approaches; Chomsky's concept of language universals and parametric variations; Greenberg's word universals for verb-final and verb-medial languages and related features in terms of South Asian languages

Unit 2. Phonological and morphological typology   (Hours: 12)

Retroflexion – vowel harmony, aspiration, nasalization; Causatives - morphological, lexical and periphrastic; Morphological types of language - agglutinative, analytical(isolating), synthetic, fusional (inflecting), infixing and polysynthetic (incorporating) language;

Unit 3. Syntactic Typology (Hours: 12)

Word order typology – word order within a sentence and a phrase; Anaphora – monomorphemic vs. polymorphemic anaphors, emphatics, verbal reflexives and reciprocals; long distance binding; Chomsky's Principles of Binding; Relative-correlative clauses; Complementation; Conjunctive participles; Lexical subjects in CPs; Scope of the negative in the CP Construction; Ergativity, dative-genitive subjects

Unit 4. Convergence and typology (Hours: 12)

Linguistic Convergence – Concept of a Linguistic Area; Convergence - constraints on convergence; constraints in syntactic change in linguistic contact situation, case study; India as a Linguistic Area

Outcome of the course:

Students will learn the main methodological concepts of typology and will have a better knowledge of how languages are related (linguistic universals) and distinct (linguistic differences) (linguistic diversity).

Suggested Readings:

Arora, H. and K.V. Subbarao,. 1989. 'Convergence and Syntactic Reanalysis: The case of so in Dakkhini' Studies in Linguistic Science. Vol. 19.
Bazell, E.1958. Linguistic Typology. London: School of Oriental and African Studies.
Comrie, B. 1981. Language Universal and Linguistic Typology. Oxford: Basil Blackwell.
Croft, W. 1990. Typology and Universals. Cambridge: Cambridge University Press.
Gair, J. , B. Lust, K.V. Subbarao and K. Wali. 1998. Lexical Anaphora in South Asian Langauge. Berlin : Mouton de Gruyter.
Greenberg, J.H. 1966. Universal of Language . Cambridge, Mass: The MIT Press.
Shibatani, Massayoshi and TheodoraBynon (ed.) 1995. Approaches to Language Typology. Oxford: Clarendon Press.
Shopen, Timothy 2007. Language Typology and Syntactic Description. Vols 1-3 (Second edition). Cambridge: Cambridge University Press.
Subbarao, K.V. 1983. The findings of a UGC project on A Study of Linguistics Typology, Language Contact and Areal Universals in the Indian Subcontinent. Department of Linguistics, University of Delhi (mimeograph).
Subbarao, K.V. and Anju Saxena. 1987. 'Language Universals: Inductive or Deductive: 'In E. Basir et al (eds.) Select papers from SALA 7. Bloomington, Indiana: Indiana University Linguistic club.
Subbarao, K.V. and Harbir Arora. 1988. 'On extreme convergence: The Case of Dakkhini Hindi-Urdu.' 'In Language change and language variation. Vol. 49. Hyderabad: Osmania University.

Subbarao, K.V. et al. 1989. 'Verb say in South Asian Languages'. In Mukherjee, A. (ed.)
Language change and Language variation. Hyderabad: Centre for advanced study in
linguistics, Osmania University.
Subbarao, K.V. and R.K. Agnihotri and A. Mukherjee. 1991. 'Syntactic strategies and politeness
phenomenona.' In International journal of the Sociology of Language: Vol. 92 PP. 35-54
Subbarao, K.V. 1996. 'Word order universals in Indian Languages' in Lakshmi Bai, B. and A.
Mukherjee (eds.) Word order in languages. Hyderabad: Osmania University and Booklinks
Corporation.
Subbarao, K.V. 1998. 'Linguistic Theory and Syntactic Typology: A Proposal for a Symbiotic
Relationship'. In Khokhlova, L. and B Zakharyin (ed.) Proceedings of South Asian
Language Analysis Moscow: Moscow State University.

Course No.: **LING E304**
Course Name: **PSYCHOLINGUISTICS**
Semester: **III** Credit: **4**   Course: **Core Elective**

Objectives of the Course:

This is to introduce some important concepts and frameworks in language processing,
comprehension and production, language acquisition and learning.

Unit 1. Developmental psycholinguistics   (Hours: 12)

Child language and developmental psycholinguistics; the periods of diary studies, large sample
studies and longitudinal studies of child language.

Unit 2. Acquisition and development of language   (Hours: 12)

Stages of language acquisition; explanation and language acquisition; child language vs.
language acquisition, first language acquisition and multilingualism.

Unit 3. Process of language acquisition   (Hours: 12)

The linguistic environment; motherese; constraints, processes and mechanisms.

Unit 4. Early and late language acquisition   (Hours: 12)

Prelinguistic development; infant vocalizations; early phonology; single word utterances and
combinations; early grammar**.** Phonological and semantic acquisition; later grammar; acquisition
of morphology; the emergence of linguistic awareness; acquisition of metaphor; discourse
processes.

Outcome of the course:

- By the end of the course students should be able:
- To understand the general patterns of Child language development
- To do studies on other species and their language acquisition.
- To recognize and apply the general patterns of language processing.
- To expertise in theories of language acquisition.

Suggested 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.

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.

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

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

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.

Course No.: **LING E305**
Course Name: **STYLISTICS**
Semester: **III** Credit: **4**   Course: **Core Elective**

Objectives of the Course:

It highlights the goal and scope of stylistics. It explains various approaches and methods to style with regard to the analysis of a literary text. It discusses about the principles and tools employed in a stylistic analysis.

Unit 1. The relation of language to literature   (Hours: 12)

Language and communication: emotive vs. Scientific language; speech vs. writing; standard language vs. poetic language; connotation vs. metalanguage; stylistics and its relation to semiotics, aesthetics, poetics, rhetorics, linguistics and literary criticism, the semiolinguistics approach to verbal art.

Unit 2. Linguistics function and style (Hours: 12)

Language variation and style; style as a result of context sensitivity; creativity in language; fictiveness in literary works; discursive vs. expressive language; linguistics functions: Buhler, Jakobson, Langer, Halliday; transformations and style; style as a quality of texts; linguistic functions and literary genre, overt and covert style.

Unit 3. Concept and tools of analysis (Hours: 12)

Code and message; redundancy and information-sample and norms; discourse and text; de familiarisation, fore grounding and interpretation; parallelism and verbal repetition, deviation, semi-sentences and poetic license; principles of equivalence, selection and contiguity; coupling; analogy; stylostatistics.

Unit 4. Level of textual organization (Hours: 12)

Signifier, signified and signification; syntagmatic and paradigmatic relations; structure and texture; coherence and cohesion; textual structure; sentences symbols, symbols in art and art symbol; aesthetic object and thematic object.

Outcome of the course:

Students will assess and interpret both qualitative and quantitative stylistic and linguistic evidence in order to establish lines of argument and make solid judgments about literary discourse, as well as display a thorough comprehension of literary genre ideas.

Suggested Reading:

Birch, D. and O'Toole, M. 1988. Function of Style. London: Pinter Publishers.
Bradford, R. 1997. Stylistics. London: Routledge.
Carter, R. (ed) 1982. Language and Literature: An Introductory Readers in Stylistics. London: George Allen and Unwin.
Chatman, S. (ed.) 1971. Literary Style: A Symposium. Oxford University Press.
Gargesh, R. 1990. Linguistics Perspective to Literary Style. Delhi: University of Delhi.
Genettee, G. 1980. Narrative Discourse. Itchaca: Cornell University Press.
Leech,G.N. 1969. A Linguistic Guide to English Poetry. London: Longman.
Riffatere, M. 1978. Semiotics of Poetry. Bloomington: Indiana University Press.
Sebeok, T.A.(ed.) 1960. Style in Language. Cambridge, Mass; MIT Press.
Sharma, V.P. 1990. Stylistics of Figurative Language. Delhi: University of Delhi.
Turner, C.W. 1973. Stylistics. Harmondsworth: Penguin.

Course No.: **LING E306**
Course Name: **NEUROLINGUISTICS**
Semester: **III**   Credit: **4**   Course: **Core Elective**
Objectives of the Course:

This is to introduce the students to the issues and approaches in Neurolinguistics. It discusses about the relationship between brain and language.

Unit 1. Brain-language relationship   (Hours: 12)

Issues in neurolinguistics and linguistic aphasiology; approaches to neurolinguistics and linguistic aphasiology; historical overview.

Unit 2. Models of brain-language relationship   (Hours: 12)

Classical connectionism; classical connectionist model; hierarchical models, global models, process models; clinical aphasiology and neurolinguistics.

Unit 3. Brain pathology and language breakdown   (Hours: 12)

Aphasia and its classification; classical categories; linguistic account; overview of linguistic aphasiology.

Unit 4. Dyslexia, Contemporary issues and trends   (Hours: 12)

Dyslexia and its classification; overview and implications. Cerebral dominance, lateralization and handedness; overview of contemporary neurolinguistics; implications.

Outcome of the course:

- By the end of the course students should be able:
- To understand the role of nervous system in developing and processing language.
- To identify language breakdown due to the damage of nervous system.
- To Assess Language disorders like aphasia
- To make out the Management and Intervention of language disorders
- To understand the general phenomenon of Spontaneous recovery from aphasia

Suggested Readings:

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 Livingstone.
Caplan, D. (ed.) 1980. Biological Studies of Mental Process. Cambridge, Mass: MIT Press.
Caplan, D. 1987. Neurolinguistics and Linguistics Aphasiology. Cambridge: CUP.

_____.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.

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.

Course No.: **LING E307**
Course Name: **COMPUTATIONAL LINGUISTICS**
Semester: **III** Credit: **4** Course: **Core Elective**

Objectives of the Course:

It concentrates on developing practical knowledge of computational linguistics and mple programs independently.

Unit 1. Man-Machine interface   (Hours: 12)

Concept of artificial intelligence (A1), information system and information processing; concept of 'formal' language; 'natrual language' (NL) and 'real language'; natural language as man-machine interface.

Unit 2. Natural language processing   (Hours: 12)

Basic characteristics of NL, knowledge representation; three models-'fame' model, script model, information-format model; function of natural language.

Unit 3. Computer   (Hours: 12)

Computer in historical perspective—calculating machine, computer for information stages, electrical computer, computer with brain-analysis; computer language- Basic, Fortran, Algol**.**

Unit 4. Computational linguistics, Language engineering   (Hours: 12)

Relationship between linguistics and NLP, project Grammar (Miller), parsers and NLP, computational model for linguistics.

Computer-application – speech synthesis, machine translation, associative information retrieval, testing linguistic hypothesis, computer aided language teaching (CALT).

Expected Outcome of the course: This course will help to understanding written and spoken language from a computational perspective, and building artifacts that usefully process and produce language. It will also help the students to be linguistically competent and greatly facilitate their interaction with machines, in ways that truly meet their needs.

Suggested Readings

Andrew, A.M. 1983. Artificial Intelligence. Kent: Abacus Press.
Grishman, R. 1986. Computational Linguistics. Cambridge: CUP
Keith, G and Glover, M 1987. Primary Language Learning with Microcomputers. London: Croom Helm.
Nirenburg, S. (ed) 1987. Machine Translation: I Theoretical and Methodological Issues. Cambridge: Camridge University Press.
Sedlow, W.A. and Sedlow, S.Y. (eds.) 1979. Computer in Language Research, Hillsdale: N.S. Lawrence Erlbawn.

Course No.: **LING E308**
Course Name: **LANGUAGE AND EDUCATION**
Semester: **III**   Credit: **4**   Course: **Core Elective**

Objectives of the Course:

This introduces the students to the relationship between language and education and the effect of language on education in bi-/multilingual settings.

Unit 1. Language and education (Hours: 12)

Role of language in pre-school years; language as an autonomous System; language as a means of structuring knowledge; language, Culture and identity; language in the school curriculum.

Unit 2. Language as a subject (Hours: 12)

Language and literature; language and rhetoric; gender bias in language; Language and power in society; methods of language teaching; learning Strategies; learning to write; nature of materials; problems of evaluation.

Unit 3. Language as medium of instruction (Hours: 12)

Home and school languages; bilingual and bicultural education; language and the teaching of mathematics and science; medium of instruction and cognitive development**.**

Unit 4. Multilingual setting (Hours: 12)

Multilingual classroom as a resource; grammatical analysis and cognitive growth; language proficiency; bilingual and cognitive achievement; multilingualism and empowerment**.**

Outcome of the course:

Students will understand the key issues in the relationship between language and education and its importance in teaching languages.

Suggested Readings

Barton, D. ed. 1994. Sustaining local literacies, Special issue of Language and Education. Vol. 8: id 2, Multilingual Matters.
Cummins, J. 1984. Bilingualism and Special Education: Issues in Assessment and Pedagogy. Avon: Multilingual Matters.
Freedman, A. et al. ed 1983. Learning to Write: First Language/Second Language. London: Longman.
Heugh, K. et al. ed. 1995. Multilingual education for South Africa. Johannesburg: Heinemann.
Trueba, H.T. and Harnet-Mizrahi, C. 1979. ed. Bilingual Multilingual Education and the Professional. Roweley, Mass: Newbury House.

Course No.: **LING E309**
Course Name: **LANGUAGE AND MEDIA**
Semester: **III** Credit: **4**   Course: **Allied Elective**

Objectives of the Course:

It enables the students to develop critical understanding of language used in mass media, its potentialities and impact on society.

Unit 1. Key concepts in language and media   (Hours: 12)

Mass media and mass communication; Register and style; Mediated communication; Media discourse genres; Media rhetorics; Media storytelling; Words and images, Boundaries of media discourse.

Unit 2. Development: studies in media language   (Hours: 12)

Role of language in mass media and mass communication; Speech, visuals, writing and media; Different styles of media language; Schema and genre theory; Persuasion and power; Telling stories; Anchoring visual meanings; Coarseness and incivility in broadcast talk; Looking into the future.

Unit 3. Exploration: analyzing media language   (Hours: 12)

Types of language use in mass media e.g. news, editorials, advertising, Entertainment, internet, Messages, blog, cinema, posters, sports, political spheres; Comparing kinds of studio talk;

Purposes of persuasion; Media fiction and fact ; Soundtrack and multimodal discourse; Media language and acceptability; Media change in the future.

Unit 4. Extension: language and media readings   (Hours: 12)

Varieties of media language; Media and modernity; Broadcast talk; News and advertising angles; Narrative strategies; Windows on the world; Media trouble; impact of mass media on language; Media language and social change.

Outcome of the course:

Students will be able to comprehend and use knowledge of human communication and language processes in a variety of contexts, including interpersonal, intrapersonal, small group, organizational, media, gender, family, intercultural communication, electronically mediated communication, and so on.

Suggested Readings:

Bell, A. 1991. The Language of News Media. Wiley-Blackwell.

Boardman, M. 2005. The language of Websites. London, USA, Canada: Routledge.

Crystal, D. 2001. Language and the Internet. Cambridge: Cambridge University Press.

Durant, A. and M. Lambrou. 2009. Language and Media: A Resource Book for Students. London: Routledge

Goddard, A. 2002. The Language of Advertising: Written Texts. Routledge.

Jackson, K. 1998. The Language of Cinema. Routledge.

Monovich, L. 2002. The Language of New Media. MIT Press.

Reah, D. 2002. Language of Newspapers. London, USA, Canada: Routledge.

Course No.: **LING E310**
Course Name: **SECOND LANGUAGE ACQUISITION**
Semester: **III** Credit: **4**   Course: **Allied Elective**
Objectives of the Course:

This is to provide an introduction on the theories and linguistic aspects of second language acquisition along with the factors contributing in the process of SLA.

Unit 1. Theories of second language acquisition   (Hours: 12)

The critical period; contrastive and developmental Hypotheses; the role of L1 in SLA; Krashen's Monitor Model; Schumann's Acculturation Model; Accommodation theories; theories of learner varieties; SLA in multilingual settings; sociolinguistic perspectives; social psychological and psycholinguistic perspectives.

Unit 2. Linguistic aspects   (Hours: 12)

Structural properties of the input; input-output relationship; phonological, morphological and syntactic aspects; acquisition of vocabulary; sociolinguistic perspectives.

Unit 3. Social psychological aspects   (Hours: 12)

Role of attitudes and motivation in SLA; aptitude and attitudes; attitude motivation index; integrative and instrumental motivation; accounting for individual difference in SLA.

Unit 4. Teaching a second language   (Hours: 12)

Focus on the learner; the affective filter; role of the teacher and teaching materials; methods of second language teaching; second and foreign language teaching; teacher training; evaluation; interaction between theory, research and pedagogy.

Outcome of the course:

- By the end of the course students should be able:
- To describe grammatical and linguistic features of the language studied.
- To apply principles of second language acquisition to case studies and specific populations
- To have a general awareness to the general patterns of the first and second language acquisition and their deviations.
- To be able categorize the stages in language acquisition.

Suggested Readings

Alderson J.C. and A. Beretta, Ed. 1992. Evaluating Second Language Education. Cambridge: Cambridge University Press.
Agnihotri, R.K. and Khanna, A.L. ed. 1994. Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India. New Delhi: Sage.
Beebe, L.M. ed. 1988. Issues in Second Language Acquisition: Multiple Perspectives. New York: Newbury House.
Fisiak, J.ed. 1981. Contrastive Linguistics and the Language Teacher. Oxford: Pergamon Press.
Grosjean, F. 1982. Life with Two Languages. Cambridge: Harvard University Press.
Klein, W. 1986. Second Language Acquisition. Cambridge: Cambridge University Press.

Krashen, S. 1992. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.
Prabhu, N.S. 1987. Second Language Pedagogy. Oxford: Oxford University Press.

Course No.: **LING E311**
Course Name: **ENGLISH LANGUAGE TEACHING**
Semester: **III** Credit: **4**   Course: **Allied Elective**

Objectives of the Course:

Its goal is to strengthen students' understanding of some of the most popular ELT methodologies and approaches, as well as the fundamentals of language curriculum, syllabus, and materials, as well as assessment and evaluation principles. It also intends to give participants practical experience with teaching skills and elements, as well as training in analyzing learner language to understand interlanguage development phases and designing materials and assessments in accordance with syllabus and test design theories.

Unit 1: History of English Language Teaching   (Hours: 12)

History of ELT; Theories of Language and Language-Learning Behaviorism, Cognitivism, Structural, Interactive; ELT in India.

Unit 2: Theories, Methods & Approaches   (Hours: 12)

Approach, Method and Technique; Approaches to the Teaching of English; Methods of Teaching English Language

Unit 3: English Language Skills   (Hours: 12)

Significance of the Language Skills; Listening and Reading; Speaking and Writing

Unit 4: Curriculum, Pedagogy, Testing and Evaluation   (Hours: 12)

Concept of Curriculum & Pedagogy; Types of Testing and Evaluation; Tools of Evaluation

Unit 5: Beyond Methods   (Hours: 12)

CALL and CALT; Social Media; ESP: EBP, EAP & EEP

Outcome of the course:

Students will be aware of the theoretical foundation of ELT in India and their methods and approaches in teaching and learning English language.

Suggested Readings:

Abbott, G. & Wingard, P. (ed.) (1992) Teaching of English as an International Language. A Practical Guide. Surrey: Nelson.

Bowen T. & Marks J. (1994) Inside Teaching. Options for English Language Teachers. Oxford: Heinemann.

Brown, H. D. (1994) Teaching by Principles. An Interactive Approach to Language Pedagogy. Prentice-Hall.

Burns, Anne & Richards, Jack C. (ed.). (2018). The Cambridge Guide to Learning English as a Second Language. Cambridge: CUP.

Cummins, J. & Davison, C. (ed.). (2007). International handbook of English language teaching. Springer International Handbooks of Education, vol 15. Springer, Boston.

Dhanavel, S.P. (2017). English Language Teaching in India: The Shifting Paradigms. New Delhi: McGraw Hill India.

Diane Larsen-Freeman (2000) Techniques and Principles in Language Teaching, OUP.

Geetha Nagaraj (1996). English Language Teaching: Approaches, Methods, Techniques, Hyderabad: Orient Longman.

Green, S. (2000) (ed.). New Perspectives on Teaching and Learning Modern Languages. 6) Harmer Jeremy, (2007) The Practice of Teaching English, Fourth Edition, Pearson Longman Publishers.

Howatt, Anthony P. R., & Widdowson, H.G. (ed.) (2004). A history of English language teaching. 2nd edn.: Oxford: Oxford University Press

Lewis, M. & Hill, J. (1992) Practical Techniques for Language Teaching. Hove: Language Teaching Publications.

Lightbown, P.M. & Spada, N. (1993) How Languages are Learned? Oxford: OUP.

Mackay Ray (2015) A Basic Introduction to English Language Teaching. Oxford:OUP. 10) Richard, A. P. (1987) Making it Happen. Interaction in the Second Language Classroom: From Theory to Practice. Harlow: Longman.

Scrivener, J. (1994) Learning Teaching: A Guidebook for English Language Teachers. Oxford: Heinemann.

Penny, Ur (1996) A Course in Language Teaching: Practice and Theory. Cambridge: CUP

Penny, Ur (1999) A Course in Language Teaching, Cambridge University Press.

Richards C. Jack, Rodgers S. Theodore (2001) Approaches and Methods in Language Teaching, CUP.

Richards, Jack C. (2015). Key Issues in Language Teaching. Cambridge: CUP.

Saraswathi, V, (2004). English Language Teaching, Principles and Practice. Chennai: Orient Longman.

Stem, H.H. (1983). Fundamental Concepts of Language Teaching, Oxford University Press.

Vasundra & Katyayani.R.K (2003) Methodology of Teaching English, Telugu Akademi, Hyderabad.

Course No.: **LING CT300**
Course Name: **BASICS OF LANGUAGE SCIENCE**
Semester: **III**   Credit: **4**   Course: **Choice Based Credit Course (CBCT)**

Abstract: This course is meant to give basic knowledge of linguistics or Language science to PG students of various disciplines. The course focuses mainly on concepts of language and its properties; the language families and then an introduction to linguistics.

Objectives: The objectives of this course is to introduce students to all aspects of language, including construction grammar. This subject is essentially interdisciplinary in nature. The course covers a broad range of topics, which are the following:

Unit 1: What is Language? Theories of language Origin; Characteristic properties of Human Language; Language and communication, Relationship between language, society and culture.

Unit 2: What is Linguistics? Branches of Linguistics; Development and spread of languages throughout the world-the language families.

Unit 3: Phonetics& Phonology; The speech mechanism, Vowels-cardinal vowels and English vowels, Consonants in English, the syllable, suprasegmentals, Received Pronunciation.

Unit 4: Introduction to Grammar; Morphemes, Word Formation in English, Syntax in English.

Outcome of the course:

Students would have a good knowledge about a language and its grammatical structures.

Suggested Readings

John Lyons. 1981. Language and Linguistics, an Introduction, Cambridge University Press.

Akmajian, A, Richard A. and Robert M. Harnish 1984: Linguistics: An Introduction to language and communication. Cambridge: The MIT Press.

Fromkin, Victoria and Robert Rodman 1974: An Introduction to Language. New York: Holt Rinehart and Winston.

Payne, Thomas E. 2006. *Exploring Language Structure: A Student's Guide*. Cambridge: Cambridge University Press.

Abbi, Anvita. 2013. A Grammar of the Great Andamanese Language: An Ethnolinguistic Study. Brill.

Course No.: **LING VAC312**
Course Name: **LINGUISTIC DATA ANALYSIS**

Semester: **III** Credit: **NON-CREDIT**   Course: **VALUE ADDED**

Objectives of the course:

The course introduces the student s to the analysis of the structure of the natural languages. After a discussion of general properties of natural language, we will look in depth into the linguistic analysis of phonetics (speech sounds), phonology (sound systems in languages), morphology (word formation), Syntax (sentence formation). Overall, this course focuses on hands-on analysis of language data through which students gain linguistic-problem solving skills.

Unit 1: Procedures in linguistic analysis, solving problems in phonology and morphology.

Unit 2: Phonology: Phonemes, allophones, phonological analysis.

Unit 3: Morphology: decomposing words into morphemes, and the analysis of words.

Unit 4: Problems: Practising problems from various languages.

Outcomes of the Course:

By the end of the course students should be able (a) to recognize and generalize the data, (b) to treat unfamiliar language data, as objects to be analyzed, (c) to use International Phonetic Alphabet to describe speech sounds from unfamiliar languages, and (d) to identify some phonological, morphological features of languages.

Suggested Readings:

Bloomfield, Leonarad. 1933. *Language*. New York: Holt, Rinehart and Winston.
Dimitriadis, Alexis & Simon Musgrave. 2009. *Designing Linguistic Database: A Primer for linguists*. Berlin: Mouton.
Hayes, Bruce P. 2010. *Introductory Linguistics*. Los Angeles: Dept, of Linguistics. University of California. (draft text book).
Nida, E. A. 1949. *Morphology: Descriptive Analysis of Words*. Michigan: University of Michigan Press.
Pike, K.L. 1942. *Phonetics*. Ann Arbor: University of Michigan Press.
Stewart Thomas W & Nathan Vaillette (eds). 8th edition. 2001. *Language Files. Materials for an Introduction to Language and Linguistics*. Ohio State University Press.

SEMESTER IV

Course No.: **LING C401**
Course Name: **HISTORICAL LINGUISTICS**
Semester: **IV**   Credit: **4**   Course: **Core**

Objectives of the Course:

It introduces the basic concepts of Historical Linguistics, internal and comparative reconstruction, genetic classification, language families, and writing systems.

Unit 1. Introduction   (Hours: 12)

Synchronic and diachronic approaches to Language; Use of written records for historical studies; Language classification; notion of language family – Criteria for identifying family relationships among languages; Definition of the word cognate; language isolates; Criteria for typological classification – agglutinative, inflectional, analytic, synthetic and polysynthetic; basic word order typology-SVO, SOV, etc.

Unit 2. Linguistic Change and Reconstruction   (Hours: 12)

Sound changes; Neogrammarian theory; genesis and various types of regularity and spread of sound change; Phonetic and phonemic change; split and merger; Grammatical change; Semantic change; Lexical diffusion of sound change

Unit 3. Reconstructing the proto-stage of languages   (Hours: 12)

Internal reconstruction and comparative method: their scope and limitations; Innovation and retention; subgrouping within a family; family tree and wave models

Unit 4. Language Contact and Dialect Geography   (Hours: 12)

Linguistic borrowing: lexical and structural; motivation – Prestige and need; Classification of loanwords – loan translation, loan blend, calques, assimilated and unassimilated loans(tadbhava and tatsama); Bilingualism; dialect, idiolect; isogloss; Methods of preparing dialect atlas, focal area, transition area and relic area

Outcome of the course:

Students will be familiar with reconstruction and comparison methods for any set of language data.

Suggested Readings

Antila, Raimo. 1972. An Introduction to Historical and Comparative Linguistics. The Macmillan Co., New York.

Bhat, D.N.S. 1972. Sound Change. Poona; Poona Bhasha Prakashan.
Bloomfield, L. 1933. Language. New York: Henry, Holt Rinehart and Winston.

Bynon, Theodora. 1980. Historical Linguistics. Oxford University press.

Campbell, Lyle (1998). Historical Linguistics: An Introduction. Edinburgh: Edinburgh University Press

Hale, Mark. 2007. Historical Linguistics: Theory and Method. Blackwell Publishing.

Hock, H. 1988. Principles of Historical Linguistics. Mouton de Gruyter.

Hock, H. H. and B. Joseph. 1996. Language history, language change, and language relationship: An introduction to historical and comparative linguistics. Berlin: Mouton de Gruyter

Lehman, W.P. 1962. Historical Linguistics. New York: Holt Rinehart and Winston.

Trask, R.L. 1996. Historical Linguistics. London: Arnold.

Course No.: **LING C402**
Course Name: **HISTORY OF LINGUISTICS**
Semester: **IV**   Credit: **4**   Course: **Core**
Objectives of the Course:

It presents a broad history of linguistics highlighting different school of thoughts and their developments.

Unit 1. Indian Linguistic Tradition   (Hours: 12)
Sanskrit language and its tradition - Pāṇini's Astardhyayi – An outline of the contents in Astadhyayi. The vedic language and the spoken language and dialects of Pāṇini's time. Major Commentators of Pāṇini; Kātyāyana, Patanjali, The Nyayayikas, The Mimamsakas, Bhartṛhari, Kaśikāvṛttī, Bhaṭṭikāvya, Buddhists (Nagarjuna and Dignaga). The six types of rules – The karaka theory – the relation between karakas and case suffixes.

Unit 2. Early Linguistic Studies outside India   (Hours: 12)

Greek contribution: Thoughts of Socrates, Plato and Aristotle on Language and Linguistics. Physis Vs Nomos, Stoic philosophy, Analogy Vs Anomaly, Alexandrian school, Dionysius Thrax, ApolloniuosDyskolus: Roman contribution: Varro's grammar on Latin, Priscian's grammar, Greek influence on Latin language and grammar.

Unit 3. Evolution of Comparative and Historical Linguistics   (Hours: 12)

Scholastic Philosophy, medieval linguistic theory, the modistae, prescriptive grammar Vs, traditional grammar, William Jones, Robert Caldwell – their contributions to linguistics – Rask, Grimm, Bopp, Verner – Theories and laws of Germanic sound shifts. August, Scheicher, Wilhem won Humboldt, Neogrammarians, Leskien, Brugmann and H. Paul.

Unit 4. Major Schools of Linguistics and Development of Modern Linguistics (Hours: 12)

Saussurean school – langue vs. parole, laryngeal theory, Prague school – concept of phoneme, Trubetzkoy and Roman Jacobson: Contributions by Boas, Sapir, Bloomfied. Descriptive linguistics: London school – J. R. Firth, prosodic analysis, Chomsky: Transformational theory. Modern Linguistics in Europe, America, and Asian countries-Linguistics and related disciplines – Sociology, Anthropology – Folklore – Tribal studies, endangered languages.

Outcomes of the course:

- To understand the antique grammatical traditions of India.
- To have an in depth knowledge in preparation of grammars to other Indian languages.
- To gain knowledge in theories aspects of Indian grammatical tradition.
- To have a general idea about how linguistics as subject evolved in India and abroad.

Suggested Readings:

John, Patrick & Christopher, David. 2011. History of Language and Linguistics, Commonwealth Publishers pvt. Ltd.
Anantanarayana. H. S. 1976. Four lectures on Pāṇini'sAsta:dhya:yi. Annamalai University Publication : Annamalai Nagar.
Dinneen, P. F. 1967. An Introduction to General linguistics. Holt: New York.
Iric, Milka. 1965. Trends in Linguistics. Mouton & co: Hague.
Sharpiro, M. C. &Schiffman, H. F. 1981 Language and Society in South Asia. MotilalBarnarsiDass: New Delhi.
Bloomfield, L. 1933. Language. Holt, Rinehart and Winston: New York.
Davis, P. W. 1973. Modern Theories of Language. Prentice Hall.
Jankowsky, K. R. 1972. Neogrammarians. Mouton: The Hague.

Course No.: **LING D403**
Course Name: **DISSERTATION**
Semester: **IV**   Credit: **4**   Course: **Core**

Objectives of the Course:

It focuses on natural language and our ability as researchers to render that language in a form that is suitable for analysis. It provides students with hands-on experience in the general task of investigating a language with native speakers.

Unit 1.Field Linguistics-Goals of linguistic fieldwork   (Hours: 12)
The relationship between theoretical and field linguistics. The history of linguistic field work. Fieldwork in South Asia. Goals of linguistic fieldwork, Limitations.

Unit 2.Purposes and techniques of field-methods in linguistics   (Hours: 12)

Questionnaire preparation; Different types of questionnaire; Selection of informant; Elicitation techniques; Data collection, transcription, organization, analysis, and preservation; Instruments in fieldwork. Selection of data collection site, choosing an informant, note taking, record keeping, data management, transfer of data to database.

Unit 3. Grammar data collection technique and Analysis   (Hours: 12)

Phonological data gathering technique, morphology data gathering technique, syntax data gathering technique, semantics, pragmatics and text collection. Analyzing the collected data, making paradigms.

Unit 4. Fieldwork Ethics   (Hours: 12)

The rights and responsibilities of fieldworker, honesty in research and personal behavior.Data attribution and ownership, rights and responsibility regarding access to data.

Suggested Readings:
Abbi, A. 2001. Manual of Linguistic Fieldwork and Structures of Indian languages. Lincom Europa: Munich.
Bowern, C.2008. Linguistic Fieldwork. Palgrave:Macmillan.
Butt, M., T. H. King, Maria- Eugenia Nino, F. Segond.1999. Grammar Writer's Cook Book. Stanford:CSLI Publications.
Comrie, B., M. Haspelmath, and B. Bickel. 2008. Conventions for interlinear morpheme-by-morpheme glosses.
Online: http://www.eva.mpg.de/lingua/resources/glossingrules.
Dahl, Ö. 1985.Tense and aspect systems. Oxford: Blackwell (Appendix with translation questionnaire used for surveying contexts in which tense and aspect markers are used.)

Foley, W. A. 2002. Field methods In The Linguistics Encyclopedia, 2nd editioned. By Kirsten Malmkjær, 131–137. London and New York: Routledge

Newman P. and M. Ratliff (Eds.) 2001. Linguistic Fieldwork. Cambridge: Cambridge University Press.

Payne, T. E. 1997. Describing Morphosyntax: A Guide for Field Linguists. Cambridge:Cambridge University Press.

Samarin, W.J.1967. Field Linguistics: Guide to Linguistic Field Work. New York:Holt, Rinehart and Winston.

Shopen, T. 2007. Language Typology and Syntactic Description. Vol.1,2,3. Cambridge: Cambridege University Press.Basic Word-ListSwadesh (1955)- Gudschinsky's (1956) List, alphabetically arranged by Samarin (1967).

Course No.: **LING E404**
Course Name: **LEXICOGRAPHY**
Semester: **IV**   Credit: **4**   Course: **Core Elective**

Objectives of the Course:

It introduces the basic concepts, types of dictionaries and the steps followed in making dictionaries.

Unit 1. Basic concepts   (Hours: 12)

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   (Hours: 12)

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

Unit 3. Lexicographic entries   (Hours: 12)

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   (Hours: 12)

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.

Expected outcome of the course: The outcome of this course would help the students to know how to compile a dictionary. As the course focuses on Lexicography which is the science and art of compiling dictionary.

Suggested readings:

Aitchison, J. F. (1987). Words in the Mind: An Introduction to the Mental Lexicon. Oxford: Blackwell.
Bergenholtz, H. (ed.) (1995). Manual of Specialised Lexicography. Amsterdam: Benjamins.
Boguraev, B.K.; Briscope, T. (ed.) (1989). Computational Lexicography for Natural Language Processing. London : Longman.
Burchfield, R.W. (ed.) (1987). Studies in Lexicography. Oxford: Blackwell.
Cruse, D. A. (1986). Lexical Semantics. Cambridge University Press.
Hausmann, F. J., Reichmann, O. (1989-91). Worter bucker / Dictionaries / Dictionarie: An International Encyclopaedia of Lexicography. (3 volumes) Berlin: de Gruyter.
Ilson, R. (ed.) (1985). Dictionaries, Lexicography and Language Teaching. Berling: Pergamon Press.
Jackson, H. (1988). Word and Their Meaning. London: Longman.
Lyons, J. (1977). Semantics. Cambridge University Press.
Malkiel, Y. (1976). Etymological Dictionaries: A Tentative Typoloogy. UCP
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. Wiebaden: Harrassowitz.
Zgusta, L. (1991). Manual of Lexicography. The Hague: Mouton.

Course No.: **LING E405**
Course Name: **LANGUAGE TESTING**
Semester: **IV** Credit: **4**   Course: **Core Elective**

Objectives of the Course:

It discusses the basic concepts, factors responsible for selecting and constructing a test, and types of test.

Unit 1. Preparation for making a test   (Hours: 12)

Objectives evaluation; nature of the target population; qualitative and Quantitative evaluation; selection of items; pilot survey; difficulty value and discriminatory power of items; final selection of items; constraints of time, space and materials; role of the tester; Participant Observation.

Unit 2. Basic concepts   (Hours: 12)

Validity and reliability; norm-referenced vs criterion-referenced tests; standardization of a text; experimental and control groups; formal, functional and pragmatic tests.

Unit 3. Constructing a text   (Hours: 12)

Planning and testing instructions; kinds of scales; implicational scales; distractors in multiple-choice items; content and construct validity of tests; check lists of items and objectives; aspects of presentation.

Unit 4. Kinds of test   (Hours: 12)

Test taxonomies: descriptive and objective; qualitative and quantitative multiple choice tests; discrete point and integrative tests; achievement and proficiency tests; diagnostic and aptitude tests; linguistic and communicative tests; listening and reading comprehension; school and tests; self assessments; cloze test; dictation; translation; tests for BICS and CALP.

Outcome of the course:

Students will be able to explain key concepts and issues in language testing, such as basic types of language tests (and their specific features), as well as understand and apply key principles of test construction and validation in the development of a specific language test.

Suggested Readings:

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

Davies, E. 1981. Teachers as curriculaum Evaluators. Sydney: George Artlenunuin.
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.
Valllete, R.M. 1967. Modern Language Testing: A Handbook. New York.
Weiv, C. and Roberts, J. 1994. Evaluation in ELT.

Course No.: **LING E406**
Course Name: **MULTILINGUALISM**
Semester: **IV**   Credit: **4**   Course: **Core Elective**

Objectives of the Course:

The focus is on the different types of language settings and how a language is used in these settings in the presence of various sociolinguistic factors.

Unit 1. Basic concepts   (Hours: 12)

Monolingualism, bilingualism and multilingualism; individual, social and social psychological aspects of multilingualism; multilingualism and the human brain; ethnographic perspectives.

Unit 2.Multilingual society   (Hours: 12)

Simultaneous acquisition of several language; language in education and the multilingual classroom; patterns of language use and language dominance configuration; language ethnicity and race; researching multilingual societies.

Unit 3. Linguistic aspects   (Hours: 12)

Process of selecting a standard language: codification and elaboration; academy based and free enterprise standardization; interference; code mixing and code-switching.

Unit 4. Language attitudes and social stereotypes   (Hours: 12)

Language and identity; measurement of social and linguistic attitudes; social stereotypes; language proficiency and language attitudes; evaluating proficiency levels in multilingual settings.

Outcome of the course:

Students will be able to understand the issues and aspects of multilingual settings. Problems and constraints existing in the multilingual people are like to be resolved successfully.

Suggested Readings:

Alisjahbana, S.T. The Modernization of Languages in Asia. Kuala Lumpur: The Malaysian Society for Asian Studies.
Brass, P.R. 1975. Language, religion and Politics in North India. Delhi: Vikas Publishing House.
Coupland, N. and Jaworski, A. 1997. ed. Sociolinguistics: A Reader and a Course Book. London: Macmillian.
Fishman, J.A. 1974. ed. Advances in Language Planning. The Hague: Mouton.
Hudson, R.A. 1985. Sociolinguistics. Cambridge: Cambridge University Press.
Hasnain, I.S. 1995. ed. Standardization and Modernization: Dynamics of Language Planning. New Delhi: Bahri Publication.
Pattanyak, D.P. 1981. Multilingualism and Mothertongue Education. Delhi: Oxford University Press.
Sharma, P.G. and S. Kumar, 1977. ed. Indian Bilingualism. Agra: Kendriya Hindi Sansthan.

Course No.: **LING E407**
Course Name: **TRANSLATION STUDIES**
Semester: **IV**   Credit: **4**   Course: **Core Elective**

Objectives of the Course:

The fundamental concepts in translation and Translation Studies are discussed in the course.

Unit 1. History and Definition   (Hours: 12)

Translation: Broad history, definitions (translation as process and product), theories- linguistic theories (Jakobson, Catford, Nida, Levy), non-linguistic (Lefevere, Bassinet-McGuire, Popovich, Holms, Toury); procedures in translation; Translation Studies as a discipline: scope, nature and history; translated text or independent text (e.g. various versions of Ramayana in South and South-East Asian languages).

Unit 2. Role of translation and translator/interpreter   (Hours: 12)

Role of translation: in comparative literary studies, in multilingual countries like India- in intercultural communication, in nation-building (post-independence)- especially in language planning (corpus planning and status planning); role of translator/interpreter: making information available from one language into another, mediator in communication situations like immigration offices, legal proceedings and hospital communication in multilingual countries, business communications in multinational companies etc.

Unit 3. Types of Translation and Text   (Hours: 12)

Intralingual and inter-language; full and partial, total and restricted, rank bound and unbounded; translation and transliteration; translation and interpreting; subtitling; dubbing. Translation of literary texts: poetry, drama, novel, short story and essay; translation of scientific and technical texts: translation of scientific texts, problem of technical terms; news, editorials in newspapers, thought provoking articles, advertisements, posters etc.

Unit 4. Issues in Translation   (Hours: 12)

Units of translation, faithfulness to original text, equivalence, loss and gain, untranslatability, skewing in translation; evaluation of translation.

Outcome of the course:

On successful completion of the course students will be able to explain the growth and development of Translation and some basic concepts related to it, discuss and define Translation Studies.

Suggested Readings:

Bassnett-McGuire, S. 1980. Translation Studies. London & New York: Methuen Bell, R. T. 1991. Translation and Translating Theory and Practice. UK: Longman.
Catford, J. C. 1967. A Linguistic Theory of Translation. UK: OUP.
Holms, J. S. 1972. The Name and Nature of Translation Studies. In L. Venuti (ed.) 2000. The Translation Studies Reader. UK: Routledge: 172-185.
Nida, E. A. 1964. Towards a Science of Translation. Leiden: E. J. Berril
Toury, G. 1995. Descriptive Translation Studies and Beyond. Amsterdam/ Philadelphia: John Benjamins Publication Company.

Course No.: **LING E408**
Course Name: **ADVANCED HISTORICAL LINGUISTICS**
Semester: **IV** Credit: **4**   Course: **Core Elective**

Objectives of the Course:

The course highlights the laws, approaches in Indo-European linguistics. It discusses the study of Sanskrit, language contact and the processes of phonological change.

Unit 1. Indo-European Linguistics (Hours: 12)

Indo-European Linguistics and Historical Linguistics. Study of some Laws of I.E.; Verner's Law, Graassmann's Law, Brugmann's Law; Lachmann's Law; traditional and generative approaches.

Unit 2. Indo-European and the study of Sanskrit (Hours: 12)

IE and the study of Skt. Phonology, Ruki rule, merger of vowels, the Nature of accent, wordaccent, sentential accent, the end of a word; phonological changes and major historical IE languages.

Unit 3. Indo-Aryan Phonology (Hours: 12)

From OIA to NIA; the theoretical implications of consonantal assimilation of MIA; the loss of consonants in the final position and its implications for the study of NIA; in-depth study of the processes of phonological change.

Unit 4. Language contact in India (Hours: 12)

The Dravidian language and Indo-Aryan interface, historical development and emergence of India as a linguistic area. A detailed study of emergence of ergative construction, adjectival syntax and agglutinative processes in NIA

Outcome of the course:

Students will (a) understand the history of linguistics and the changes in languages over time, (b) compare and contrast the philosophy of Linguistic schools in India and abroad, (c) evaluate mediaeval linguistic theories with modern period theories, (b) describe the genetic relationships of languages, and (e) compare the most recent developments in Europe, America, and Asian countries.

Suggested Readings:

Baldi, P. 1983. An Introduction to the Indo-European Languages. Carbondale: Southern Illinois University Press.
_____1990. Linguistic Change and Reconstruction Methodology. Berlin: Mouton de gruyter.
Benveniste, E. 1971 Problem in General Linguistics. (Translated from French), Coral Gobles: University of Miami Press.
Beekes, R.S.P. 1995. Comparative Indo-EuropeanLinguistics. Amsterdam / Philadelphia : John Benjamins Publishing Co.
Bloch, J. 1965. Indo-Aryan from the Vedas to Modern Times. Paris: Adrien – Maisonnenve.
Burrow, T. 1973. The Sanskrit Language. London: Faber and Faber

Burrow, T. and M.B. Emeneau. 1960. A Dravidian Etymological Dictionary. London: Oxford
     University Press.
Emeneau, M.B. 1994. Dravidian Studies. (Selected Papers). Delhi: MotilalBanarsidass.
Haudry, J. 1979. L' Indo-European. Paris: Presses Universitaires de France.
Hoenigswald, H.M. 1960. Language Change and Linguistic Reconstruction. Chicago: University
of Chicago Press.
Kurylowicz, J. 1964.The Inflectional Categories of Indo-European. Heidellberg: Winter.
Masica, C.P. 1991. The Indo-Aryan Languages. Cambridge: CUPO.
Szwmwenyi, Oswald. 1996. Introduction to Indo-European Linguistics. Oxford: Clarendon
Press.

Course No.: **LING E409**
Course Name: **NATURAL LANGUAGE PROCESSING**
Semester: **IV** Credit: **4**   Course: **Allied Elective**

Objectives of the Course:

The objective of the course is to give an overview of Natural language Processing and its various Natural language processing tasks, such as, Morphological analysis, POS tagging, concept of syntactic parsing, semantic analysis etc. It presents an overview of different approaches for carrying out NLP tasks.

Unit 1. Introduction to Natural Language Processing   (Hours: 12)

Brief history, Introduction to Artificial Intelligence, Computer system: software system, programming/language coding; language processing and Python, Machine Translation, The Porter Stemming Algorithm.

Unit 2.   (Hours: 12)

Morphology and Finite-State Transducers, Introduction to finite-state automata, Analysis of morphemes; Finite-State Morphological Parsing, the Lexicon and Morphotactics, Morphological Parsing with Finite-State Transducers, Statistical morph analyzer, FST based morph analyzer, Morphological analyzer-application of morph analysis in NLP. A brief introduction to Computational Phonology and Text-to-Speech processing

Unit 3.   (Hours: 12)

Word Classes ad Part-of-Speech tagging (POS), Context-Free-Grammars, parsing with Context-Free-Grammars, To prepare Tag sets for Indian Languages: Issues and Challenges, N-gram Tagging and HMM

Unit 4.   (Hours:12)

Theories and approaches for Semantic Analysis, Meaning Representation, Lexical Semantics, WordNet (English and IndoWordnet), Word Sense Disambiguation, Information Retrieval

Expected Outcome of the course: The course NLP which is a branch of artificial intelligence that deals with analyzing, understanding, and generating the languages that humans use naturally in order to interface with computers in both written and spoken contexts using natural human

languages instead of computer languages. This course will help the students in enhancing their knowledge in the field of Artificial Intelligence .

Suggested Readings:

Jurafsky D, and J.H. Martin, 2012. Speech and Language Processing : An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition Second Edition

Essential Readings: Hauser, R. 1994. Foundations of Computational Linguistics Mitkov, R. (ed.). 2003. The Oxford Handbook of Computational Linguistics. Oxford Handbooks in Linguistics, Oxford University Press.

Grishman, R. 1986. Computational Linguistics. Cambridge: CUP. Sproat, Richard. 1992. Morphology and Computation. Cambridge, Mass: MIT Press.

Course No.: **LING AC410**
Course Name: **CULTURAL HERITAGE OF SOUTH ODISHA (ଦକ୍ଷିଣ ଓଡ଼ିଶାର ସଂସ୍କୃତିକ ବିଭବ)**
Semester: **IV**   Credit: **Non-credit**   Course: **Add-on**

Objectives of the Course (ପାଠ୍ୟକ୍ରମର ଲକ୍ଷ୍ୟ)

Kabi Samrat Upendra Bhanja is the master-spirit of Odia Language and Culture during Medieval period. The campus of Berhampur University has been rightly named after Kabi Samrat Upendra Bhanja as 'BHANJA BIHAR'. South Odisha is the adorable storehouse of literary and cultural wealth of ancient and medieval Odisha which has elicited remarkable national acclaim. This course has been introduced with a view to familiarizing all the P.G. Students of Berhampur University with the excellent craftsmanship exemplified by the literary stalwarts including Kabi Samrat Upendra Bhanja along with the Arts, Culture and Folk Tradition of South Odisha. (ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟ ଓ ସଂସ୍କୃତିର ମହାନାୟକ କବି ସମ୍ରାଟ ଉପେନ୍ଦ୍ର ଭଞ୍ଜ । ବ୍ରହ୍ମପୁର ବିଶ୍ୱବିଦ୍ୟାଳୟ ତାଙ୍କ ନାମରେ 'ଭଞ୍ଜବିହାର' ଭାବରେ ନାମିତ । ଗଞ୍ଜାମ ସମେତ ଦକ୍ଷିଣ ଓଡ଼ିଶା ସମଗ୍ର ରାଜ୍ୟର ବୁଧହଂସ କେଳିସର । ଏହାର କଳା-ସାହିତ୍ୟ-ସଂସ୍କୃତି-ଲୋକପରମ୍ପରା ସର୍ବଭାରତୀୟ ସ୍ୱୀକୃତିପ୍ରାପ୍ତ । ଏହାକୁ ଦୃଷ୍ଟିରେ ରଖି ବ୍ରହ୍ମପୁର ବିଶ୍ୱବିଦ୍ୟାଳୟରେ ସ୍ନାତକୋତ୍ତର ଶ୍ରେଣୀର ସମସ୍ତ ଛାତ୍ରଛାତ୍ରୀଙ୍କୁ କବି ସମ୍ରାଟ ଉପେନ୍ଦ୍ର ଭଞ୍ଜଙ୍କ ସମେତ ଦକ୍ଷିଣ ଓଡ଼ିଶାର ଅନ୍ୟାନ୍ୟ ସାହିତ୍ୟିକ ପ୍ରତିଭା ଏବଂ ଏହି ଅଞ୍ଚଳର କଳା, ସଂସ୍କୃତି, ଲୋକ ପରମ୍ପରା ସମ୍ପର୍କରେ ସାଧାରଣ ଧାରଣ ପ୍ରଦାନ କରିବା ପାଇଁ ଏପରି ଅଧ୍ୟୟନ ବ୍ୟବସ୍ଥା କରାଯାଇଛି ।)

Details of the Course

Unit- I : Literary works of Kabi Samrat Upendra Bhanja
Unit-II : Other Litterateurs of South Odisha
Unit-III: Cultural Heritage of South Odisha
Unit-IV: Folk and Tribal Traditions of South Odisha

ୟୁନିଟ- ୧ :କବିସମ୍ରାଟ ଉପେନ୍ଦ୍ର ଭଞ୍ଜଙ୍କ କୃତି ଓ କୃତିତ୍ୱ

ୟୁନିଟ- ୨ :ଦକ୍ଷିଣ ଓଡ଼ିଶାର ଅନ୍ୟାନ୍ୟ ସାରସ୍ୱତ ସାଧକ

ୟୁନିଟ-୩ :ଦକ୍ଷିଣ ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ବିଭବ

ୟୁନିଟ-୪ :ଦକ୍ଷିଣ ଓଡ଼ିଶାର ଆଦିବାସୀ ଓ ଲୋକ ପରମ୍ପରା

Course Outcome (ପାଠ୍ୟକ୍ରମର ନିଷ୍କର୍ଷ)

The teaching imparted to the P.G. students of Berhampur University on the various dimensions of the literary and cultural heritage of South Odisha will help them to acquire a valuable understanding of the same. They will ବେ inspired adequately to take the positives learnt from the course and use them in future in their personal literary and cultural pursuits and thereby promote the literature and culture of Odisha on a global scale. (ଓଡ଼ିଆ ସାହିତ୍ୟ ଓ ସଂସ୍କୃତିର ଏହିପରି ଏକ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ ଦିଗରେ ପାଠଦାନ କରିବା ଦ୍ୱାରା କେବଳ ଯେ କବିସମ୍ରାଟ ଉପେନ୍ଦ୍ରଭଞ୍ଜ ଓ ଦକ୍ଷିଣ ଓଡ଼ିଶାର କଳା-ସାହିତ୍ୟ-ସଂସ୍କୃତି-ଆଦିବାସୀ ଲୋକ ଜୀବନ ଓ ଲୋକ ପରମ୍ପରା ସମ୍ପର୍କରେ ବିଶ୍ୱବିଦ୍ୟାଳର ଛାତ୍ରଛାତ୍ରୀ ସଚେତନ ହୋଇପାରିବେ; ତାହା ନୁହେଁ, କବିସମ୍ରାଟ ଉପେନ୍ଦ୍ରଭଞ୍ଜଙ୍କ ସହିତ ଦକ୍ଷିଣ ଓଡ଼ିଶାର ସାହିତ୍ୟିକ ପରିମଣ୍ଡଳ ଏବଂ ଏହି ଅଞ୍ଚଳର ସାଂସ୍କୃତିକ ବିଭବ ଓ ଲୋକପରମ୍ପରା ସମ୍ପର୍କରେ ବିଶ୍ୱବିଦ୍ୟାଳୟର ଛାତ୍ରଛାତ୍ରୀମାନେ ମଧ ସମ୍ୟକ ଜ୍ଞାନ ଆହରଣରେ ବ୍ରତୀ ହୋଇପାରିବେ ।)