

**DEPARTMENT OF LINGUISTICS  
LANGUAGE AND LINGUISTICS  
SESSION 2019-20**

**M. A. 1<sup>st</sup> (SEMESTER)  
PAPER CODE: LNM-1001**

**CREDITS: 04  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 100**

**COURSE OBJECTIVES:**

- To understand the concepts of design features and functions of human Language.
- To understand the concept of Saussure's ideas in modern linguistics.
- To give an idea about how the knowledge of Linguistics can be applied in other domains of linguistic activities.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Understand relationship between language and linguistics.
- Have knowledge of communication process
- Have knowledge of Linguistic Analysis and Multidisciplinary perspectives.

**UNIT I**

- A. Characterizing Human Language-Design Features and Functions of Human Language.
- B. Writing systems; Spoken and Written Language.
- C. Modern Linguistics: Langue vs Parole: Form vs Substance; Systematic vs Paradigmatic; Nature of Linguistic signs; Etic vs Emic.
- D. Language as a Cognitive System; Representation of Knowledge.

**UNIT II**

- A. Language in its Social Context.
- B. Applied Linguistics: Language Teaching.
- C. Stylistics and Translation.
- D. Computational Linguistics.

**UNIT III**

- A. Language and Communication: Pragmatics
- B. Language description: Phonological Morphological and Semantic.
- C. Introduction to Syntax.
- D. Language as a Semiotic System.

**ESSENTIAL READINGS:**

1. Aitchison, J. 1977. *Linguistics*. London: Teach Yourself Books.
2. Akmajian, A. et al. 2012. (6<sup>th</sup> edition). *Linguistics: An Introduction to Language and Communication*. New Delhi: Prentice Hall of India Learning Pvt. Ltd.
3. Fromkin, V. A. (ed.) 2000. *Linguistics: An Introduction to Linguistic Theory*. Oxford: Blackwell Publishers Ltd.
4. Lyons, J. 2009. *Language & Linguistics: An Introduction*. Cambridge: Cambridge University Press.

**SUGGESTED READINGS:**

1. Robins, R. H. 1965. *General Linguistics: An Introductory Survey*. Bloomington: Indiana University Press.
2. Fromkin, V. A. and Rodman, R. 1978. *An Introduction to Language*. New York: Holt Rinehart and Winston.
3. Hockett, C. F. 1958. *A Course in Modern Linguistics*. New York: Macmillan.
4. Chapman, S. and Routledge, C. 2009. (ed.). *Key Ideas in Linguistics and the Philosophy of Language*. Edinburgh: Edinburgh University Press.

**DEPARTMENT OF LINGUISTICS**  
**PHONETICS**  
**SESSION 2019-20**

**M. A. 1<sup>st</sup>(Semester)**  
**Paper Code: LNM-1002**

**Credits: 04**  
**SESSIONAL MARKS: 30**  
**End-Semester: 70**  
**Total = 100**

**COURSE OBJECTIVES:**

- To explain the role of organs of speech in articulation of speech sounds.
- To introduce physical properties of speech sounds.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Understand the role of air-stream mechanism and concept of phonation in articulation of speech sounds.
- Understand the description and classification of consonants and vowels.
- To train them in the use of certain soft-wares for articulation and perception of sounds.

**UNIT I**

- A. Phonetics: The Science of Speech; Invitation of Speech: Air Stream Mechanism.
- B. Phonation.
- C. Articulation of Consonants: Manner of Articulation.
- D. Place of Articulation: Consonants.

**UNIT II**

- A. Articulation of Vowel: Front, Back Vowels, Tongue Strictures, Lip Position, Tense and Lax, Diphthong.
- B. Cardinal Vowel: Primary and Secondary.
- C. Notions of Double / Secondary Articulation, Co- Articulation.
- D. Syllable and Types: Weak and Strong.

**UNIT III**

- A. Supra-Segmentals, Length, Tone, Intonation, Pitch, Stress, Juncture.
- B. Acoustic Phonetics: Sound Waves, Frequency, Amplitude, Periodic Complex Harmonics, Formant, Burst, VOT Spectrograph.
- C. Experimental Phonetics: Phonetic Drills.
- D. Exercises; Use of PRAAT.

**ESSENTIAL READINGS:**

1. Abercrombie, D. 1982. *Elements of General Phonetics*. Edinburgh: Edinburgh University Press.
2. Catford, J. C. 1982. *Fundamental Problems in Phonetics*. Edinburgh: Edinburgh University Press.
3. Ladefoged, P. 1962. *Elements of Acoustic Phonetics*. Edinburgh: Cliver and Boy.
4. Ladefoged, P. 1994. (3<sup>rd</sup>ed.). *A Course in Phonetics*. New York: Harcourt Brace Jovanovich.

**SUGGESTED READINGS:**

1. Akmajian, A. et al. 1996. *Linguistics: An Introduction to Language and Communication*. New Delhi: Prentice Hall of India Pvt.Ltd.
2. Balasubramanian T. 1998. *English Phonetics for Indian Students: A Workbook*. Delhi: Macmillan India Limited.
3. Ball, M. J. and Rahilly, J. 2000. *Phonetics: The Science of Speech*. London: Arnold.
4. Carr, P. 1999. *English Phonetics and Phonology: An introduction*. London: Blackwell.
5. Mackay, I. R. 1987. (2<sup>nd</sup>ed.). *Phonetics: The Science of Speech Production*. Boston: Little Brown.
6. Palmer, F. R. (ed.) 1970. *Prosodic Analysis*. London: Oxford University Press.

**DEPARTMENT OF LINGUISTICS  
MORPHOLOGY-I  
SESSION 2019-20**

**M. A. 1<sup>st</sup>(SEMESTER)  
PAPER CODE: LNM-1003**

**CREDITS:04  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 10**

**COURSE OBJECTIVES:**

- To understand the system of morphological structures in languages.
- To understand different processes of word formation rules.
- To learn how the morphology and syntax interface.
- To develop critical thinking through the analysis and interpretation of morphological structures.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Have an understanding about the structure of morphological subsystem.
- Have an understanding about morphophonemic and morphological processes in language.
- Have an understanding about compositionality, constituency and dependency relations in a word.
- Have an understanding about how linguists study the mental lexicon, how children acquire words and whether complex words are stored in the mental lexicon or derived by rules.

**UNIT I**

- A. Morphology: An Introduction
- B. Word , Lexeme, Word Form, Grammatical Word, Analyzing Words
- C. Morpheme, Morph, Allomorph, Exercises
- D. Morphological Processes and Types of Morphemes.

**UNIT II**

- B. Inflection and Derivation-Exercises.
- C. Root, Base and Stem- Exercises.
- D. Grammatical Categories- Tense, Aspect, Mood, Person, Gender, Number, Case, Case Markers and Case Relations.
- E. Sandhi: External and Internal; Morpho-Phonemics.

**UNIT III**

- A. Affixes and Clitics.
- B. Principles for Identification of Morphemes.
- C. Problems in Morphological Analysis
- D. Morphological Analysis based on Indian Languages.

**ESSENTIAL READINGS:**

1. Bauer, L. 1983. *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press.
2. Haspelmath, M. 2002. *Understanding Morphology*. London: Hodder Arnold.
3. Katamba, F. 2006. *Morphology*. Hampshire, London: MacMillan.
4. Lieber, Rochelle 2010. *Introducing Morphology*. Cambridge: Cambridge University Press.
5. Matthews P.H. 1993. *Morphology*. (Reprint). Cambridge: Cambridge University Press.
6. Nida, E. A. 1949. *Morphology*. Ann Arbor: University of Michigan Press.

### **SUGGESTED READINGS:**

1. Aronoff, M. and Fudeman, K. A. 2011 (2<sup>nd</sup>edition). *What is Morphology?* Chi Chester: Wiley-Blackwell.
2. Aronoff, M. 1976. *Word Formation in Generative Grammar*. Cambridge, Mass.: MIT Press.
3. Bauer, L. 2003 (2<sup>nd</sup>edition). *Introducing Linguistics Morphology*, Edinburgh University Press.
4. Fromkin, V. (ed.) 2000. *An Introduction to Linguistics*. Cambridge: Blackwell.
5. Booij, G. 2005 (2<sup>nd</sup>edition). *The Grammar of Words: An Introduction to Linguistic Morphology (Oxford Textbooks in Linguistic)*. Oxford: Oxford University Press.
6. Haspelmath, M. and Sims, A. D. 2010. *Understanding Morphology*. London: Hodder Education.
7. Bybee, J. L. 1985. *Morphology: A Study of the Relation between Meaning and Form*. Amsterdam: John Benjamin Publishing Company.
8. Katamba, F. 1993. *Morphology*. Hound mills: Palgrave.
9. Norhelle, L. 2009. *Introducing Morphology*. Cambridge: Cambridge University Press.
10. Spencer, A. 1991. *Morphological Theory: An Introduction to Word Structure in Generative Grammar*. Oxford: Basil Blackwell.

**DEPARTMENT OF LINGUISTICS**  
**PHONOLOGY-I**  
**SESSION 2019-20**

**M. A. 1<sup>st</sup>(SEMESTER)**  
**PAPER CODE: LNM-1005**

**CREDITS:04**  
**SESSIONAL MARKS: 30**  
**END-SEMESTER: 70**  
**TOTAL = 100**

**COURSE OBJECTIVES:**

- To understand the basic concepts of the functioning of speech sounds.
- To elaborate the concept of Distinctiveness as a property of phonemes.
- To understand the various approaches in the study of phonology.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Comprehend the basic concepts of phonetics and phonology.
- Understand the preliminary concepts of distinctive feature developed by Prague School.
- Apply the knowledge of Distinctive feature theories.
- Identify phonemes and their variant forms.

**UNIT I**

- A. Phonetics and Phonology.
- B. Concept of Phoneme, Phone and Allophone.
- C. Principles of Phonological Analysis: Phonetic Similarity, Contrast, Complimentary Distribution, Neatness of Pattern, Congruity.
- D. Phonemic Analysis: Pike's Procedures.

**UNIT II**

- A. Phonological Processes
- B. Distinctive Features.
- C. Neutralization and Archiphoneme.
- D. Naturalness, Markedness and Abstractness.

**UNIT III**

- A. Jacobson's Binary Features.
- B. Distinctive Features of Chomsky & Halle.
- C. Two levels of Phonological Representation.
- D. Phonological Rules.

**ESSENTIAL READINGS:**

1. Clark, P. 1993. *Phonology*. London: Macmillan.
2. Chomsky, N. and Halle, M. 1968. *The Sound Pattern of English*. New York: H&R
3. Hawkins, P. 1984. *Introduction to Phonology*. London: Hutchinson and Co.
4. Katamba, F. 1989. *An Introduction to Phonology*. London and New York: Longman.
5. Lass, R. 1984. *Phonology: An Introduction to Basic Concepts*. Cambridge: Cambridge University Press.
6. Trubetzkoy, N. S. 1969. *Principles of Phonology*. Berkeley: University of California Press.

**SUGGESTED READINGS:**

1. Jacobson, R. and Halle, M. 1956. *Fundamentals of Language*. Hague: Mouton.
2. Kenstowicz, M. 1994. *Phonology in Generative Grammar*. Oxford: Blackwell.
3. Mahon, M. 2002. *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press.
4. Pike, K. L. 1947. *Phonemics: A Technique for Reducing Language to Writing*. Ann Arbor: University of Michigan Press. (Part 3).
5. Roca, I. and Johnson, W. 1999. *A Course in Phonology*. Oxford: Blackwell.
6. Singh, S. 1976. *Distinctive Feature: Theory and Validation*. Tokyo: University of Tokyo Press.

**DEPARTMENT OF LINGUISTICS  
HISTORY OF LINGUISTICS  
(DISCIPLINE CENTRIC ELECTIVE)  
SESSION 2019-20**

**M. A. 1<sup>st</sup>(SEMESTER)  
PAPER CODE: LNM-1011**

**CREDITS:04  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 100**

**COURSE OBJECTIVES:**

- To know the perspectives of linguistics from Panini's Asthadhyayi to Generative Grammar.
- To understand Greek, Roman and Arabic grammatical traditions.
- To understand the evolution of Modern Linguistics.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Understand the various Grammatical Traditions.
- Have awareness of the topics in the history of language development.
- Have a better understanding of History of language represented in different periods.

**UNIT I**

- A. Phonetics in Ancient India-Phonetic factors in Devanagari Script.
- B. Panini's Asthadhyayi; Patanjali's Mahabhashya.
- C. Indian Theories of Meaning.
- D. Dionysius Thrax- Development of Parts of Speech.

**UNIT II**

- A. Ancient Rome: Varro, Priscian, Donatus.
- B. The Port Royal Grammar.
- C. Arab Grammatical Tradition with Special reference to Sibawahi's Al-Kitab.
- D. Emergence of Comparative Linguistics in the 18th century: Khan-i-Arzu and Sir William Jones.

**UNIT III**

- A. Ferdinand de Saussure (Modern Linguistics) and American Structuralism.
- B. Prague School of Linguistics.
- C. Functional Linguistics.
- D. The Generative Linguistics.

**ESSENTIAL READINGS:**

1. Allen, W. S. 1961. *Phonetics in Ancient India*. London: Oxford University Press.
2. Azim, A. 1969. Khan-i-Arzu's Observations on the Relationship of Sanskrit and Persian. *Zeitschrift der Deutschen Morgenländischen Gesellschaft*, 119(2), 261-269.
3. Bloomfield, L. 1933. *Language*. New York: Holt, Rinehart and Winston.
4. Dinneen, F. P. 1970. *An Introduction to General Linguistics*. New York: Holt Rinehart and Winston.
5. Robins, R. 1967. *A Short History of Linguistics*. Bloomington: The Indiana University Press.
6. Waterman, John T. 1970. *Perspectives in Linguistics: An Account of the background of modern Linguistics*. University of Chicago Press, Chicago and London.

**SUGGESTED READINGS:**

1. Brough, J. 1951. Theories of General Linguistics in Sanskrit Grammarians. *Transaction of the Philological Society*, 50(1), 27-46.
2. Ivic, M. 1965. *Trends in Linguistics*. The Hague: Mouton.
3. Joseph D. Brian and Richard D. Janda 2003. *The Handbook of Historical Linguistics*. Blackwell Publishing Ltd: Australia.



**DEPARTMENT OF LINGUISTICS  
LANGUAGE AND DISCOURSE  
(SEMINAR PAPER)  
(DISCIPLINE CENTRIC ELECTIVE)  
SESSION 2019-20**

**M. A. 1<sup>st</sup>(SEMESTER)  
PAPER CODE: LNM-1071**

**CREDITS:04  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 100**

**COURSE OBJECTIVES:**

- Understand language as multifaceted tool of communication.
- Introduce students to the basic concepts and methods in the context – based analysis of language use.
- Understand discourse and ways of its analysis.
- Understand some major current approaches to discourse analysis.

**COURSE OUTCOMES:** On the completion of course the student should be able to:

- Develop an understanding of meaning-making at the sentence level and utterance level.
- Develop knowledge of Human language as a unique code of communication.
- Develop an understanding of actual language use and the analysis of the discourse patterns.

**UNIT I**

- A. Essentials of Language: Form vs Substance; etic vs emic views; Type vs Token.
- B. Linguistic sign; Key properties
- C. Language: An Asset or Barrier.
- D. Exercises.

**UNIT II**

- A. Discourse: Formal and Functional Paradigms
- B. Text and Discourse: organization of discourse; Cohesion and Coherence.
- C. Discourse markers and Hedges.
- D. Exercises.

**UNIT III**

- A. Discourse, meaning and context.
- B. Meaning and Truth- Conditions
- C. Discourse Analysis: Linguistic and Sociolinguistic approaches.
- D. Systemic functional Linguistics.

**UNIT IV**

- A. Sociological approach to Discourse Analysis .
- B. Pragmatic Approach to Discourse.
- C. Social and Discursive Practices.
- D. Exercises.

**ESSENTIAL READINGS:**

1. Mills, Sarah 1997. *Discourse*. London and New York: Routledge.
2. Lyons, J. 1981. *Language, Meaning and Context*. U.K.: Fontana Paperbacks.
3. Mathews, P.H. 1997. *Concise Oxford Dictionary of Linguistics*. Oxford: Oxford University Press.
4. Cutting, Joan, 2010. *Language and Discourse*. London: Routledge.

**SUGGESTED READINGS:**

1. Brown, Gillian and George Yule, 1983. *Discourse Analysis*. Cambridge University Press.
2. Coupland, Nicholas (ed.) 1988. *Styles of Discourse*. London: Croom Helm.
3. Kress, Gunther, Regina Leite-Garcia and Theo van Leeuwen 1997. Discourse Semiotics. In Teun A. van Dijk (ed.) *Discourse as Structure and Process*. London, New Delhi: Sage Publications.
4. Schiffrin, Deborah 1994. *Approaches to Discourse*. Oxford: Blackwell.
5. Widdowson, H.G. 2013. *Discourse Analysis*. Oxford University Press.

**DEPARTMENT OF LINGUISTICS  
PHONOLOGY-II  
SESSION 2019-20**

**M.A. 2<sup>nd</sup> (SEMESTER)  
PAPER CODE: LNM-2001**

**CREDITS: 04  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 100**

**COURSE OBJECTIVES:**

- To acquaint the student with the transition from linear to non-linear approaches in phonology.
- To introduce methods and assumptions of important approaches to phonological analysis: Generative model in the phonology, Auto-segmental Phonology, Lexical Phonology, Prosodic Phonology.
- To introduce methods and assumptions of Optimality Theory

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Analyze phonological data using one of the approaches introduced.
- Understand and differentiate between various approaches to phonological theories.
- Develop critical thinking through the analysis and interpretation of phonological structures.

**UNIT I**

- A. Generative Phonology: Introduction; Goals of Phonological Theory.
- B. Rule Formalism; Abbreviatory Devices in Rule Notation.
- C. Rule ordering I; Extrinsic and Intrinsic Ordering.
- D. Feeding Vs. Bleeding, Counter feeding vs Counter Bleeding, Disjunctive vs. Conjunctive.

**UNIT II**

- A. Abstractness of Underlying Representation.
- B. Natural Phonology.
- C. Auto segmental Phonology.
- D. Metrical Phonology.

**UNIT III**

- A. Lexical Phonology: Phonology-Morphology Interface.
- B. Concept of Strict Cyclicity in Lexical Phonology.
- C. Prosodic Phonology: Motivation and Theoretical Framework.
- D. Optimality Theory: Background, Origins and Overview.

**ESSENTIAL READINGS:**

1. Chomsky, Noam and Halle, M. 1968. *The Sound Pattern of English*. New York: Harper.
2. Durand, Jacques. 1990. *Generative and Non-linear Phonology*. Longman.
3. Fischer - Jorgensen, E. 1975. *Trends in Phonological Theory*. Copenhagen: Akdedemisk Forlog.
4. Goldsmith, J. (Ed.) 1999. *Phonological Theory: The Essential Readings*. Cambridge: Blackwell
5. Goldsmith, J. (Ed.) 1995 *The Handbook of Phonological Theory*. Cambridge: Blackwell.
6. Goldsmith, J. A. 1990. *Autosegmental and Metrical Phonology*. Blackwell.
7. Hyman, Larry. 1975. *Phonology: theory and analysis*. New York: Holt, Rinehart and Winston.

8. Jensen, John T. 2004. *Principles of Generative Phonology*. Amsterdam: John Benjamins.
9. Kager, R. 1999. *Optimality Theory*. Cambridge University Press
10. Kenstowicz, M. 1994. *Phonology in Generative Grammar*. Cambridge. Blackwell.
11. Lass, R. 1984. *Phonology*. Cambridge University Press.
12. Rocca, I. and Johanson, W. 1999. *A course in Phonology*. Oxford: Blackwell.

**SUGGESTED READINGS:**

1. Durand, J. 1990. *Generative and Non-linear Phonology*. London: Longman.
2. Foley, J. 1977. *Foundation of Theoretical Phonology*. Cambridge: Cambridge University Press,
3. Goyerts, D. 1980. *Aspects of Post - SPE Phonology*. Ghent; Story – Scientia
4. Halle, H. 1962. 'Phonology in Generative Grammar'. In *Word* 18 54-72 or Makkai (1972).
5. Halle, H. 1964. 'On the basis of Phonology', In *Makkai (ed.)* (1972).
6. Harms, Robert T. 1968. *Introduction to Phonological Theory*. Prentice - Hall Inc
7. Hawkins, Peter 1984. *Introductory Phonology*: Hutchinson.
8. Hooper, J.B. 1976. *An Introduction to Natural Generative Phonology*. New York: Academic Press.
9. Makkai, V.B. 1972 *Phonological theory: Evaluation and Current Practice*. New York: Holt, Rinehart, Winston.
10. Hurch, B. & R. Rhodes (eds.) 1996. *Natural Phonology: The State of the Art*. Mouton de Gruyter.
11. Mohanan, K.P. 1986. *The theory of Lexical phonology*. Dordrecht: Reidel Publishing Co.
12. Postal, P.M. 1968. *Aspects of Phonological Theory*. New York; Harper

**DEPARTMENT OF LINGUISTICS**  
**MORPHOLOGY-II**  
**SESSION 2019-20**

**M.A. 2<sup>nd</sup> (SEMESTER)**  
**PAPER CODE: LNM-2002**

**CREDITS: 04**  
**SESSIONAL MARKS: 30**  
**END-SEMESTER: 70**  
**TOTAL = 100**

**COURSE OBJECTIVES:**

- To learn about the extent to which word formation rules can give rise to new words.
- To introduce the interrelationship between Morphology and Phonology.
- To understand how morphological systems of languages are characterised in terms of typology.
- To introduce methods and assumptions of important approaches to morphological analysis: Lexical Morphology and Prosodic Morphology.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Develop understanding about the structure of morphological subsystem.
- Develop understanding about morphophonemic and morphological processes in language.
- Develop understanding about issues related to morphological typology.
- Develop understanding about several theoretical paradigms in morphology.

**UNIT I**

- A. Compounding and Conversion.
- B. Productivity in Word Formation.
- C. Constraints on Productivity.
- D. Morphological Typology.

**UNIT II**

- A. Key units of Morphological Analysis –Word or Morpheme?
- B. Word-and-Paradigm (WP), the Centrality of Word.
- C. Lexical Morphology.
- D. Strata in the Morphology.

**UNIT III**

- A. Non-Linear Approaches to Morphology.
- B. Prosodic Morphology-Phonological Prelude.
- C. Arabic Binyanim or Root-and-Pattern Morphology.
- D. Prosodic Morphology and Non-concatenative Morphology.

**ESSENTIAL READINGS:**

1. Bauer, L. 1983. *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press.
2. Haspelmath, M. 2002. *Understanding Morphology*. London: Hodder Arnold.
3. Katamba, F. 2006. *Morphology*. Hampshire, London: MacMillan.
4. Lieber, Rochelle 2010. *Introducing Morphology*. Cambridge: Cambridge University Press.
5. Matthews P.H. 1993. *Morphology*. (Reprint). Cambridge: Cambridge University Press.
6. Nida, E. A. 1949. *Morphology*. Ann Arbor: University of Michigan Press.

**SUGGESTED READINGS:**

1. Bauer, L. 1983. *English word formation*. Cambridge: Cambridge University Press.
2. Carstairs-McCarthy, A. 2002. *Introduction to English Morphology*:
3. Fromkin, V (ed.) 2000. *Linguistics- An Introduction to Linguistic Theory*. Blackwell.
4. Fromkin, V., R. Rodman, N. Hyams. 2003. *An Introduction to Language*. Thomson Wadsworth.
5. Gleason, H.A. 1968. *An Introduction to Descriptive Linguistics*. New Delhi: Oxford & IBH.
6. Hockett, C.F. 1958. *A Course in Modern Linguistics*. New Delhi: Oxford & IBH.
7. Hockett, C.F. 1954. Two Models of Grammatical Description, In *Word*10, pp. 20-34
8. Hockett, C.F. 1948. Problems in Morphemic Analysis. *Language*: 23:321-43.
9. Lyons, J. 1968. *Introduction to Theoretical Linguistics*. London: CUP.
10. Matthews P.H. 1972. *Inflectional Morphology*. Cambridge: Cambridge University Press.

**DEPARTMENT OF LINGUISTICS**  
**SEMANTICS**  
**SESSION 2019-20**

**M.A. 2<sup>nd</sup> (SEMESTER)**  
**PAPER CODE: LNM-2003**

**CREDITS: 04**  
**SESSIONAL MARKS: 30**  
**END-SEMESTER: 70**  
**TOTAL = 100**

**COURSE OBJECTIVES:**

- To enhance the knowledge about the meaning in terms of sense and sense relations.
- To know the types of meaning and the complex process of linguistic meaning.
- To know the different levels of meaning- Lexical, Grammatical and Syntactic.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Understand the complexity of linguistic meaning.
- Understand the various levels of semantics.
- Understand different types of meaning.

**UNIT I**

- A. Describing Meaning: Approaches to the Study of Meaning.
- B. Reference and Sense; Sentence, Utterance and proposition.
- C. Types of Meaning.
- D. Sense Relations.

**UNIT II**

- A. Predicates; Referring Expressions, Deixes and Definiteness.
- B. Lexical Semantics-1.
- C. Lexical Semantics -2.
- D. Compositionality- its Limitations.

**UNIT III**

- A. Tautology, Contradiction, Entailment.
- B. Presupposition; Implication.
- C. Meaning and Logic: Truth condition Semantics.
- D. Interpersonal and Non-Literal Meaning.

**ESSENTIAL READINGS:**

1. Akmajian, A. et al. 1996. *Linguistics: An Introduction to Language and Communication*. New Delhi: Prentice-Hall of India Pvt. Ltd.
2. Allan, K. 1986. *Linguistic Meaning* (2 Volumes). London: Routledge.
3. Hurford, R. J. et al. 2007. *Semantics: A CourseBook*. Cambridge: Cambridge University Press.

**SUGGESTED READINGS:**

1. Finegan, E. 1989. *Language: Its Structure and Use*. San Diego: Harcourt Brace & Jovanovich.
2. Kempson, R. M. 1977. *Semantic Theory*. Cambridge: Cambridge University Press.
3. Warsi, M. J. 2002. *Semantics of Urdu Oral and Literal Communication Network: A Psycholinguistic Assessment*. Indian Linguistics Vol. 63, No. 1-4 pp145-158.

**DEPARTMENT OF LINGUISTICS**  
**SYNTAX**  
**SESSION 2019-20**

**M.A. 2<sup>nd</sup> (SEMESTER)**  
**PAPER CODE: LNM-2006**

**CREDITS: 04**  
**SESSIONAL MARKS: 30**  
**END-SEMESTER: 70**  
**TOTAL = 100**

**COURSE OBJECTIVES:**

- To discuss the concepts of Generativism.
- To give a detailed account of different theories of Transformational Generative grammar.
- To introduce the fundamental concepts of Minimalism.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Understand the concept of Generative enterprises through the interpretation of various Chomskyan theories.
- Elaborate the concepts of Principle and Parameter Theory, Transformation Rules and Constraints in Generative Enterprises.

**UNIT I**

- A. Introduction to Generative Grammar; Language and Mind.
- B. Language Learning and Linguistic Theory; Universal Grammar; Grammaticality and Acceptability: Adequacies.
- C. Parameters and Universal Grammar; Null Subject Parameter: Units of Syntactic Analysis; Words and Phrases.
- D. Predicates and Arguments: Subcategorization; Argument Structure and Thematic Structure.

**UNIT II**

- A. Theta theory; Projection Principle; Extended Projection Principle (EPP).
- B. X' Bar Theory; C-Command; M-Command Government.
- C. Case Theory, Adjacency; Structural Case and Inherent Case.
- D. Binding Theory; Pronominal; Anaphor and other NPs.

**UNIT III**

- A. pro, PRO: PRO Theorem; Binding Conditions.
- B. Transformations: NP Movement, WH-Movement.
- C. Constraints, Trace, Empty Categories.
- D. Introduction to Minimalism.

**ESSENTIAL READINGS:**

1. Carnie, Andrew. 2002. *Syntax: A Generative Introduction*. Oxford: Blackwell publishers. (2007edition).
2. Chomsky, Noam. 1957. *Syntactic Structures*. The Hague: Mouton.
3. Chomsky, Noam. 1965. *Aspects of the Theory of Syntax*. Cambridge,Mass: MIT Press.
4. Chomsky, N. 1981. *Lectures on Government and Binding*. Dordrecht: Foris Publication
5. Culicover, P.W. 2009. *Natural Language Syntax*. New York: Oxford University Press.



6. Haegeman, L. 1991. *Introduction to Government and Binding Theory*, Cambridge: Cambridge University Press.
7. Radford, A. (1988) *Transformational Grammar: A First Course*. Cambridge: CUP

**SUGGESTED READINGS:**

1. Chomsky, N. 1970. Remarks on Nominalization. In Richard Jacobs and Peter Rosenbaum (eds.) *Readings in English Transformational Grammar*. Mass: Ginn& Co. 184-221.
2. Chomsky, N. 1981. *Lectures on Government and Binding*. Dordrecht: Foris Publication
3. Chomsky, N. 1991. Principles and Parameters Theory. In J Jacobs, A von Stechow& T. Vennemann. (eds.). *Syntax: An International Handbook of Contemporary Research*. Berlin: Walter de Gruyter.
4. Lasnik, H. and Uriagereka, J. 2005. *A course in Minimalist Syntax*. Malden: Blackwell.
5. Ouhalla J. 1999. *Introducing Transformational Grammar: From Principles and Parameters to Minimalism*. London; New York: Oxford University Press.

**DEPARTMENT OF LINGUISTICS  
PRAGMATICS  
(DISCIPLINE CENTRIC ELECTIVE)  
SESSION 2019-20**

**M.A. 2<sup>nd</sup> (SEMESTER)  
PAPER CODE: LNM-2011**

**CREDITS: 04  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 100**

**COURSE OBJECTIVES:**

- To introduce students to the basic concepts and methods in the context-based analysis of natural language use through a survey of major current approaches and their findings.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Learn some central concepts in the analysis of word, sentence and utterance meaning.
- Develop an understanding of the actual use of language involved in speech act analysis and the analysis of the discourse pattern.
- Learn pragmatic theories about how language users achieve their goals in verbal interaction with others based on their understanding of linguistic politeness and Conversational Analysis.

**UNIT I**

- A. Channels of Communication.
- B. Implied Meaning - Inferred Meaning.
- C. Communication- Aspects of the Speech Situation.
- D. Communication- Scope of Pragmatics.

**UNIT II**

- A. Speech Acts –Felicity Conditions.
- B. Speech Act Analysis.
- C. Pragmatic Presupposition.
- D. Cooperative Principle and Implicatures.

**UNIT III**

- A. Linguistic Politeness.
- B. Conversational Analysis.
- C. Discourse Markers: Hedges.
- D. Pragmatics and Related Disciplines.

**ESSENTIAL READINGS:**

1. May, Jacob. 2001. *Pragmatics: An Introduction*. Wiley-Blackwell.
2. Levinson, S. 1983. *Pragmatics*. Cambridge: CUP.
3. Sperber, D. and D. Wilson. 1986. *Relevance: Communication and Cognition*. Blackwell, Oxford and Harvard University Press, Cambridge MA. (Second edition 1995. Blackwell, Oxford.)
4. Thomas, J. 1995. *Meaning in Interaction: An Introduction to Pragmatics*.
5. Yule, G. 1996. *Pragmatics*. Oxford: OUP.

**SUGGESTED READINGS:**

1. Austin, J.L. 1962. *How to Do Things with Words?* Oxford: Clarendon Press.
2. Austin, J.L. 1970. *Philosophical Papers*. Oxford: Oxford University Press.

3. Blakemore, D. 1992. *Understanding Utterances*. Oxford: Blackwell.
4. Blakemore, D. 2001. 'Discourse and relevance theory' In D. Schiffrin et al (ed.), *Handbook of Discourse Analysis*. Oxford: Blackwell.
5. Blakemore, D. 2003. 'Discourse Markers'. In L. Horn and G. Ward (Eds).
6. Cole, P & J. L. Morgan. (eds.) 1975. *Syntax and Semantics 3: Speech Acts*. New York Academic Press.
7. Cole, P. (ed.) 1981. *Radial Pragmatics*. New York. Academic Press.
8. Coulthard, M. 1977. *An Introduction to Discourse Analysis*. London: Longman.
9. Grice H.P. 1968. Utterer's meaning, sentence meaning and word meaning. *Foundations of Language* 4: 225-42.
10. Grice, H.P. 1975. Logic and Conversation. In Cole & Morgan (eds.).
11. Grice, H.P. 1981. Presupposition and Conversational implicature. In Cole (ed.).
12. Horn, L. & G. Ward (eds.). 2003. *The Handbook of Pragmatics*. Blackwells.
13. Leech, G. 1983. *Principles of Pragmatics*. Longman Linguistics Library.
14. Leech, G. 1980. *Explorations in Semantics and Pragmatics*. John Benjamins.
15. Schiffrin, D. 1988. *Discourse Markers*. Cambridge: CUP.
16. Schiffrin, D. et al. 2001. *The Handbook of Discourse Analysis*. Oxford: Blackwell.
17. Searle, J.R. 1969. *Speech Acts*. Cambridge University Press.
18. Searle, J. R. 2003. Relevance Theory in L. Horn and G. Ward (eds).
19. Tanz, C. 1980. *Studies in the Acquisition of Deictic Terms*. CUP.
20. Wierzbicka, A. 2003. *Cross-cultural Pragmatics*. Walter de Gruyter.

**DEPARTMENT OF LINGUISTICS**  
**SEMIOTICS**  
**(DISCIPLINE CENTRIC ELECTIVE)**  
**SESSION 2019-20**

**M.A. 2<sup>nd</sup> (SEMESTER)**  
**PAPER CODE: LNM-2012**

**CREDITS: 04**  
**SESSIONAL MARKS: 30**  
**END-SEMESTER: 70**  
**TOTAL = 100**

**COURSE OBJECTIVES:**

- To introduce the notion of sign and semiotics.
- To Understand Saussurean and Peircean models of sign.
- To give an idea about the usage of Barthesian concept of Semiology.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Understand language as the meaning- signaling system
- Have knowledge of various semiotic perspectives.
- Analyse any text using tools of semiotics.

**UNIT I**

- A. Semiotics-Definition and Scope; Semiotics and Linguistics.
- B. History of Semiotics.
- C. Saussurean Semiotics I.
- D. Saussurean Semiotics II.

**UNIT II**

- A. Peirce's Semiotics I.
- B. Peirce's Semiotics II.
- C. Sign Vehicles: Digital and Analogue, Expression and Content, Types and Token, Substance and Form.
- D. Functions of Signs

**UNIT III**

- A. Code and its Types.
- B. Paradigm and Syntagm, Sign and its Referent – Denotation and Connotation; Literariness of Signs – Metaphor and Metonymy.
- C. Barthesian Semiology.
- D. Doing Semiotics.

**ESSENTIAL READINGS:**

1. Barthes, R. 1967. *Elements of Semiology*. (Tr. A. Lever and C. Smith). New York: Hill and Wang.
2. Chandler, D. 2002. *Semiotics: The Basics*. New York: Routledge.
3. Culler, J. D. 1976. *Saussure*. Fontana: Collins.
4. Hervey, Samdor 1982. *Semiotic perspectives*. London: George Allen & Unwin.

**SUGGESTED READINGS:**

1. Copley, P. (ed.) 2001. *The Routledge Companion to Semiotics and Linguistics*. London and New York: Routledge (pp. 1-27; 28-39).
2. Hawkes, T. 1977. *Structuralism and Semiotics*: London: Methuen & Co. Ltd.
3. Warsi, M. J. 2000. *Semiotics of Hindi Comics*. Linguisticoliterary, R.E. Asher & Roy Harris (ed.). Pailgris Book, Delhi. P 526-530.

**DEPARTMENT OF LINGUISTICS  
HISTORY AND STRUCTURE OF URDU  
(ABILITY ENHANCEMENT)  
SESSION 2019-20**

**M. A. 2<sup>nd</sup> (SEMESTER)  
PAPER CODE: LNM-2014**

**CREDITS: 04  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 100**

**COURSE OBJECTIVES:**

- To discuss the theories on the evolution and development of Urdu language in India.
- To understand Phonology, Morphology, and Syntactic patterns of Urdu.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Analyze and understand the origin and development of Urdu Language.
- Have the understanding of phonological, morphological and syntactic structure of Urdu.
- Have the understanding of the nuances of Urdu script.

**UNIT I**

- A. Historical Context and Development of Indo-Aryan; Three Stages of Indo-Aryan.
- B. Grouping and Classification of New Indo-Aryan Languages; Western Hindi and its Dialects.
- C. Development of Urdu in North India; Old Urdu Texts.
- D. Development of Urdu in Deccan; Peculiarities of Dekkhani.

**UNIT II**

- A. An Overview of the Theories about the Origin of Urdu.
- B. Phonetics and Phonological Structure of Urdu.
- C. Word formation in Urdu; Inflection and Derivation; Affixation; Compounding  
Conjunctive, Genitive, and Attributive.
- D. Indeclinable: Adverbs, Prepositions Conjunctions, and Interjections.

**UNIT III**

- A. Sentences: Simple, Complex and Compound.
- B. Agreement, Co-Relatives, Polarity, Passives, Scrambling.
- C. Phrase: Noun Phrase, NP. Verb Phrase VP-Causative, Conjunctive and Compound Verbs.
- D. Borrowings in Urdu. Urdu Script and its Characteristics.

**ESSENTIAL READINGS:**

1. Beg, M. K. A. 1988. *Urdu Grammar. History and Structure*. New Delhi: Bahri Publication.
2. Beg, M. K. A. 2000. (3<sup>rd</sup> edition). *Urdu Ki Lisani Tashkil*. Aligarh: Educational Book House.
3. Khan, M. H. 1958. *A Phonetic and Phonological Study of the Word in Urdu*. Aligarh: AMU Press.
4. Khan, M. H. 1958. *Muqaddama-e-Tarikh-e Zaban-e-Urdu*. Aligarh: AMU.

**SUGGESTED READINGS:**

1. Agnihotri, R.K. 2006. *Hindi: An Essential Grammar*. London: Routledge
2. Bailey, T. G. 1950. *Teach Yourself Urdu*. London: English Universities Press.
3. Chatterji. S. K. 1960. *Indo-Aryan and Hindi*. Calcutta.
4. Koul, O.N. 2008. *Modern Hindi Grammar*. Loisdale: Dunwoody Press

5. Schmidt, Ruth Laila. 1999. *Urdu: An Essential Grammar*. London: Routledge.
6. Warsi, M.J. 1999. *Linguistic Grammatical Studies in Urdu: A Critical Assessment* PILC Journal of Dravidic Studies Vol. 9, No.1.
7. Warsi, M.J. 1999. *Word formation in Urdu*. International Journal of Dravidian Linguistics, IJDL Vol. XXVIII, No. 2, Thiruvananthpuram, India.
8. Warsi, M.J. 2014. *Mithilanchal Urdu*. Lincom Europa, Germany.

**DEPARTMENT OF LINGUISTICS  
LANGUAGE AND CULTURE  
(OPEN ELECTIVE)  
SESSION 2019-20**

**M. A. 2<sup>nd</sup> (SEMESTER)  
PAPER CODE: OLN-2091**

**CREDITS: 04  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 100**

**COURSE OBJECTIVES:**

- Understand how the structure of language affect their speaker's world view.
- Understand the meaning as a matter of cultural context.

**COURSE OUTCOMES:** On the completion of syllabus the student should be able to:

- To investigate the similarities and differences within cultures.
- Understand cultures in contact.

**UNIT I**

- A. The Relationship between Language and Culture.
- B. Communities of Language users; Imagined Communities.
- C. Linguistic Relativity, Sapir-Whorf hypothesis.
- D. Language and Culture: Its implications on Language Teaching.

**UNIT II**

- A. Meaning as Sign; The Linguistic Sign.
- B. The Meaning of Signs; Signs and Codes.
- C. Semantic Cohesion; The Non-Arbitrary Nature of Signs, Symbols.
- D. Meaning as Action: Context of Situation; Context of Culture.

**UNIT III**

- A. Language and Culture Identity; Cultural Stereotypes.
- B. Language Crossing as Act of Identity.
- C. Linguistic and Cultural Imperialism.
- D. Locating Identity in Language.

**ESSENTIAL READINGS:**

1. Kramsch, C. 1998. *Language and Culture*. Oxford: Oxford University Press.
2. Lyons, John, 1981. *Language and Linguistics*. Oxford: Oxford University Press.

**SUGGESTED READINGS:**

1. Duranti, A. 1997. *Linguistic Anthropology: A Reader*. Cambridge: Cambridge University Press.
2. Guiraud, P. 1975. *Semiology*. London and Boston: Routledge & Kegan Paul.
3. Leveridge, A. N. 2008. The Relationship between Language and Culture and the Implications for Language Teaching. *TEFL Articles*. Retrieved on October, 14, 2013. ([www.tefl.net](http://www.tefl.net)).
4. Llamas, C. and Watt, D. (eds.) 2010. *Language and Identities*. Edinburgh: Edinburgh University Press.

**DEPARTMENT OF LINGUISTICS  
HISTORICAL LINGUISTICS  
SESSION 2019-20**

**M.A. 3<sup>rd</sup> (Semester)**  
**Paper Code: LNM-3001**

**Credits: 04**  
**Marks: Sessional/Assignments: 10**  
**Mid-Semester: 30**  
**End-Semester: 60**  
**Total: 100**

**COURSE OBJECTIVES:**

- To provide an overview of historical perspective to language and language development.
- To help the students understand the various types of language change.
- To provide an idea of language reconstruction.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Present a general idea of language development.
- Contrast the genealogical classification of language with that of typological.
- Become reflective and critical learners of language change.
- Present alternative theories of language reconstruction.

**UNIT I**

- A. Historical Linguistics and its Scope.
- B. Language Classification: Language Families, Language Types.
- C. The Indo- European Languages; Cantum-Satem Classification.
- D. Phonological Change; Phonetic and Phonemic Change, Addition and Loss of Phonemes, Merger and Split, Metathesis, Compensator Lengthening.

**UNIT II**

- A. Change in Grammatical System- Analogical Change and Analogical Creation.
- B. Semantic Change and its types- Narrowing and Extension; Amelioration and Pejoration.
- C. Language Contact and Borrowing-Types of Borrowing Intimate, Cultural and Dialect borrowing; Structural Borrowing and its Types.
- D. Language Reconstruction; Comparative Method and Internal Reconstruction.

**UNIT III**

- A. Explaining Language Change.
- B. Proto- Indo-European (PIE) – Proto- Germanic; the Germanic.
- C. The Germanic Consonant Shift; the Great English Vowel shift.
- D. Grimm's Law and its Exceptions; Verner's Law.

**ESSENTIAL READINGS:**

1. Arlotto, A. 1972. *Introduction to Historical Linguistics*. Boston: Houghton Mifflin Company.
2. Campbell, L. 1998 *Historical Linguistics: An Introduction*. Cambridge, Massachusetts: The MIT Press.
3. Trask R.L. 1996. *Historical Linguistics*. New York: Arnold Publishers.
4. Lehmann, W. P. 1966. *Historical Linguistics: An Introduction*. London, New York: Routledge.



**SUGGESTED READINGS:**

1. Aitchinson, J.2001. *Language Change: Progress or Decay*. Cambridge: Cambridge University Press.
2. Anttila, R.1972. *An Introduction to Historical and Comparative Linguistics*. New York: Macmillan.
3. Bloomfield, L. 1933. *Language*. New York: Holt Rinehart and Winston (Chapters 18, 20,21,23& 24).
4. Buck, C.D. 1965. *A Dictionary of Selected Synonyms in the Principal Indo-European Languages*. Chicago: University of Chicago Press.
5. Bynon, T. 1977. *Historical Linguistics*. Cambridge: Cambridge University Press.
6. Edgerton, F. 1946. *Sanskrit Historical Phonology*. New Haven: American Oriental Society.
7. Hock, H. 1991. *Principles of Historical Linguistics: An introduction*. New York, Berlin, and Boston: Mouton de Gruyter.
8. Lehmann, W. P. 1966. *Historical Linguistics: An Introduction*. London, New York: Routledge.
9. Meillet, A. 1967. *The Comparative Method in Historical Linguistics*. Paris: H, Champion.
10. Robins, R.H. 1967. *A Short History of Linguistics*. London: Longman.

**DEPARTMENT OF LINGUISTICS  
SOCIOLINGUISTICS  
SESSION 2019-20**

**M.A. 3<sup>rd</sup> (SEMESTER)  
PAPER CODE: LNM-3002**

**CREDITS: 04  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL: 100**

**COURSE OBJECTIVES:**

- Understand the relationship between language and society.
- Know about inherent variabilities in language and the constraints that cause the variability in language.
- Understand the phenomenon of language contact and its manifestations.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- To understand the symbiotic relationship between language and society.
- Become aware of different languages varieties and develop sensitivity towards inherent variations in language(s).
- Comprehend the phenomenon of language contact and its outcomes.
- Know about the language contact situations and researches in India

**UNIT I**

- A. Sociolinguistics and Scope of Sociolinguistics.
- B. Issues in Sociolinguistics: Linguistic Inequality; Restricted Code and Elaborate Code, and its Critique; Language Varieties; Verbal Repertoire, Speech Community.
- C. Current Trends: Variation and Change, Linguistic Variable; Marker; Indicator; Analyzing Variability.
- D. Linguistic Constraints, Social Constraints.

**UNIT II**

- A. Sociolinguistic Studies: Labov; Trudgill; Gumperz; Others.
- B. Sociolinguistic Methodology.
- C. Language Contact: Bilingualism/Multilingualism; Types of Bilingualism.
- D. Borrowing: Core and Cultural borrowing, 'Hierarchy of borrow ability'; Code-Switching, Constraints.

**UNIT III**

- A. Convergence Studies with Special Reference to India.
- B. Diglossia; Language Maintenance and Shift, Linguistic Vitality.
- C. Pidginization, Creolization and Koineization, Language Endangerment, Attrition and Death.
- D. Language contact in India.

**ESSENTIAL READINGS:**

1. Coupland, N. and Jaworski, A. (eds.) 1997. *Sociolinguistics: A Reader & Course Book*. London: Macmillan Press.
2. Gumperz, J. J. and Robert, W. 1971. Convergence and creolization: A case from Indo-Aryan/Dravidian border in India. In D. Hymes (ed.), *Pidginization and Creolization of Languages*. Cambridge: Cambridge University Press. 151-167.
3. Holm, J. 1988. *Pidgin and Creoles*. Vol. I and II. Cambridge: Cambridge University Press.

4. Hudson, R. A. 1980. *Sociolinguistics*. Cambridge: Cambridge University Press
5. Kerswill, P. 2002. Koineization and Accommodation. In J. K. Chambers, Peter Trudgill and Natalie Schilling-Estes (eds). *The Handbook of Language Variation and Change*. Oxford: Blackwell Publishers. 669-702.
6. Labov, W. 1966. *The Social Stratification of English in New York City*. Washington, DC: Center for Applied Linguistics.
7. Labov, W. 1972. *Sociolinguistic Patterns*. Philadelphia: University of Pennsylvania Press.
8. Laskar, Nazrin. B. 2017. Quantitative Sociolinguistics. Module ID: Ling\_P9(b)\_M15. <https://epgp.inflibnet.ac.in/>. 2017-09-28
9. Lefebvre, Claire. 2004. *Issues in the Study of Pidgin and Creole Languages*. Amsterdam, Philadelphia: John Benjamins.
10. Meyerhoff, M. 2006. *Introducing Sociolinguistics*. Oxon: Routledge
11. Myers-Scotton, C. 2006. *Multiple Voices: An Introduction to Bilingualism*. Oxford Blackwell.
12. Wei, Li (Ed.) 2000. *The Bilingualism Reader*. London and New York: Routledge

#### **SUGGESTED READINGS:**

1. Coulmas, F. 1998. *The Handbook of Sociolinguistics*. Oxford: Blackwell.
2. Chambers, J. K, Trudgill, P. and Schilling-Estes, N (eds). 2002. *The Handbook of Language Variation and Change*. Oxford: Blackwell Publishers.
3. Holmes, J. (2013). *Introduction to Sociolinguistics* (4<sup>th</sup>ed.) New York: Routledge.
4. Labov, W. 1963. The social motivation of a sound change. *Word* 19:273-309.
5. Labov, W. 1994. *Principles of Linguistic Change: Internal Factors*. Vol. I: Internal Factors Oxford: Blackwell.
6. Labov, William. 2001. *Principles of Linguistic Change: Social Factors*. Vol. II: Social Factors. Oxford: Blackwell
7. Laskar, Nazrin B. 2012. *Study of Variation and Change in a Bilingual Context: The case of Bishnupriya*. PhD. Thesis. University of Delhi.
8. Laskar, Nazrin B. 2009. "Ethnicity, bilingualism and variable clitic markings in Bishnupriya Manipuri." (co-authored with Shobha Satyanath). In James N. Stanford and Dennis R. Preston (eds.) *Variation in Indigenous Minority Languages*. IMPACT: Studies in Language and Society 25. Amsterdam/Philadelphia: John Benjamins., 441-462. ISBN-10 9027218641
9. Milroy, L. 1980. *Language and Social Networks*. Oxford: Blackwell..
10. Kouwenberg, S. and Singler, J. V. (eds.) (2008). *The Handbook of Pidgin and Creole Studies*. Oxford: Wiley-Blackwell.
11. Weinreich, U. 1968. *Languages in Contact: Findings and Problems*. The Hague, Paris: Mouton.

**DEPARTMENT OF LINGUISTICS  
LINGUISTIC FIELD METHOD  
SESSION 2019-20**

**M. A. 3<sup>rd</sup> (SEMESTER)  
PAPER CODE: LNM-3005**

**CREDITS: 04  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 100**

**COURSE OBJECTIVES:**

- To make the students comprehend the principles and practices of linguistic fieldwork.
- To familiarize the students with the various techniques of field work and data elicitation.
- To train them how to collect, transcribe and analyze linguistic data.
- To train them to do a phonological, morphological and syntactic analysis of the collected data.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Collect, transcribe and gloss primary linguistic data of an under-described language from native speakers.
- Manage linguistic data by using state-of-the art methods and technologies.
- Analyze the linguistic data and prepare a grammatical sketch of the previously undescribed language.

**UNIT I**

- A. Field Methods: Scope.
- B. Introduction to Field Linguistics.
- C. Methodology: Ethnography, Network, Sociolinguistic Techniques, Ethnography, Sociolinguistic Interview, Participant Observations, Questionnaire.
- D. Selection of Speech Community.

**UNIT II**

- A. Entering the Speech Community, Data Collection, Size of Informants, ethics.
- B. Recording of Data, Transcription of Data, Glossing.
- C. Linguistic Analysis
- D. Phonology: Inventory of Sounds, Syllabic Patterns, Phonotactics, Phonological Features.

**UNIT III**

- A. Nominal Categories: Noun, Pronominals and Adjectives.
- B. Morpho-Syntax of Nominal Categories: Number, Gender, Case.
- C. Verbal Categories: Tense, Aspect, Person, Number, Gender marking in Verbs.
- D. Negation, Classifiers, Lexicons, Sentence Types.

**ESSENTIAL READINGS:**

1. Abbi, A. 2001. *A Manual of Linguistics Fieldwork and Structures of Indian Languages*. Munchen: Lincom Europa.
2. Chelliah, S. L. and Willem, J. 2010. *Handbook of Descriptive Linguistics Field Work*. New York: Springer.
3. Dorian, N. C. 1999. Linguistic and ethnographic fieldwork. In Joshua A. Fishman (ed). *Handbook of Language and Ethnic identity*. Oxford: Oxford University Press.

4. Feagan, C. Entering the Community: Fieldwork. In J. K. Chambers, Peter Trudgill and Natalie Schilling-Estes (eds). *The Handbook of Language Variation and Change*. Oxford: Blackwell Publishers. 20-39.
5. Garfinkel, H. 1967. *Studies in Ethnomethodology*. Englewood Cliffs NJ: Prentice-Hall
6. Labov, W. 1984. Field methods of the project on linguistic change and variation. In J. Baugh & J. Sherzer (eds.) *Language in Use: Readings in Sociolinguistics*. 28-66. Englewood Cliffs NJ: Prentice Hall.
7. Terry, G. 2007. *Field Linguistics: A Beginner's Guide*. Oxford: Oxford University Press.
8. Thomas, E. D. 1997. *Describing Morpho-Syntax: Guide to Field Linguistics*. Cambridge: Cambridge University Press.
9. Vaux, B. and Cooper, J. 1999. *Introduction to Linguistics Field Method*. Munchen: Lincom Europa.
10. ePGPathshala texts on Field Linguistics

### **SUGGESTED READINGS:**

1. Kibrik, A. E. 1977. *The Methodology of Field Investigations in Linguistics*. The Hague: Mouton.
2. Labov, W. 1977. The designing of sociolinguistics project. In D. P. Pattanayak (ed.) *Papers in Indian Sociolinguistics*. Mysore: CIIL.
3. Lounsbury, F. G. 1953. Field Methods and Techniques in Linguistics. In A. L. Kroeber (ed.) *Anthropology Today: An encyclopedic inventory*. Chicago: Chicago University Press.
4. Turner R. 1974. *Ethnomethodology*. Harmondsworth: Penguin Books
5. Samarin, W. J. 1967. *Field Linguistics: A Guide to Linguistic Field Work*. New York:Irvington.
6. Wayne, L. 2005. *Doing Fieldwork: Fieldwork Ethnographic Methods for Research in Developing Countries and Beyond*. London: Palgrave Macmillan.

**DEPARTMENT OF LINGUISTICS  
AREAL LINGUISTICS  
SESSION 2019-20**

**M. A. 3<sup>rd</sup> (SEMESTER)  
PAPER CODE: LNM-3004**

**CREDITS: 04  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 100**

**COURSE OBJECTIVES:**

- Understand the concept of linguistics area in the South Asian region.
- Have knowledge of different language families of South Asia.
- Know about Phonological, Morphological and Syntactic features of South Asian Languages.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Understand the distinction between genetic classification and areal classification of languages
- Have knowledge of “linguistic area” with reference to South Asia
- Become aware of the various language families of South Asia and the language isolates as well.

**UNIT I**

- A. Defining Linguistic Area (sprachbund): South Asia as a Linguistic Area.
- B. Inheritance(genetic) Vs Diffusion (Areal)
- C. Contact Linguistics (Super Stratum, Substratum, Adstratum).
- D. Indo-Aryan Language Family in South Asia.

**UNIT II**

- A. Dravidian Language Family in South Asia.
- B. Austro-Asiatic Language Family in South Asia.
- C. Tibeto-Burman and Andamanese Language Family in South Asia.
- D. Language Isolates: Nahali, Burushaski, Andamanese.

**UNIT III**

- A. Phonological Features of South Asian Languages:, Retroflexion, Aspiration, Length Contrast in Vowels and Consonants, Vowel Harmony
- B. Morphological Features: Reduplication, Echo-Formation, Mimetic words.
- C. Syntactic Features I: Split-Ergativity, Causatives, Complex Verbs, Relatives-Correlatives.
- D. Syntactic Features II: Conjunctive Participles, Dative Subjects.

**ESSENTIAL READINGS:**

1. Abbi. A. 1992. *Reduplication in South Asian Languages: An Areal Typology and Historical Study*. New Delhi: Allied publishers Ltd.
2. Abbi, A. 1994. *Semantic Universals in Indian Languages*. Shimla: Indian Institute of Advanced Study.
3. Abbi. A. et al. (eds.) 2001. *Linguistic Structure and Language Dynamics in South Asia*. Delhi: MotilalBanarsidass.
4. A. M. Sheikh & Warsi, M. J. 1997. *South Asia as a Linguistic Area?* Aligarh Journal of Linguistics, Department of Linguistics, AMU, Aligarh, Vol V, No.1.
5. Bhaskararao, P. and Subbarao, K. V. (eds.) 2001. *The Year book of South Asian Languages and Linguistics*. London: Sage.

6. Bradley, David. 1997. *Tibeto-Burman Languages and Classifications*. Sealang. Sealang.net/sala/archives/pdf4/bradley1997.
7. Cordona, G and Jain, D. (eds.) 2003. *The Indo-Aryan Languages*. London and New York: Routledge.
8. Krisnamurthy, B. 2003. *The Dravidian Languages*. Cambridge: Cambridge University Press.
9. Emeneau, M.B. 1956. India as a Linguistic Area. *Language*, Vol 32: 1. Pp 3-16.
10. Masica, Colin. P. 1993. *The Indo-Aryan Languages*. Cambridge: Cambridge University Press.
11. Masica, Colin.P. 1976. *Defining a Linguistic Area: South Asia*. Chicago and London: University of Chicago Press.

**SUGGESTED READINGS:**

1. Caldwell, Robert. 1875. *A comparative Grammar of the Dravidian or South Indian Family of Languages*. London: Trubner.
2. Ding, P. S. and Pelkey, Jamin (eds) 2017. *Sociohistorical Linguistics in southeast Asia: New Horizons for Tibeto-Burman Studies in honor of David Bradley*. Leiden: Brill
3. Hickey, Raymond. (ed) 2017. *The Cambridge Handbook of Areal Linguistics*. Cambridge: Cambridge University Press.
4. Sidwell, P and Mathias, Jenny. (eds.) 2014. *The handbook of Austroasiatic Languages* (2 Vols). Leiden: Brill.
5. Warsi, M. J. (ed.) 2008. *Linguistic Dynamism in South Asia*. Gyan Publishing House: New Delhi.

**DEPARTMENT OF LINGUISTICS  
SOCIOLOGY OF LANGUAGE  
(DISCIPLINE CENTRIC ELECTIVE)  
SESSION 2019-20**

**M. A. 3<sup>rd</sup> (SEMESTER)  
PAPER CODE: LNM-3012**

**CREDITS: 02  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 100**

**COURSE OBJECTIVES:**

- To explore key approaches in the study of sociology of language.
- To have knowledge of how the different social groups and identity affect the language.
- Understand the cultural and ethnographic dimensions of policies and planning of language.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Understand the dimension of interaction of language with its environment, culture and other social factors.
- Know about how attitude, ideology and social groups affect language.
- Understand various aspects of language policies and planning in an era of Globalization.

**UNIT I**

- A. Sociology of Language: An overview.
- B. Linguistic Anthropology: Language, culture and linguistic relativity; kinship system and color terminologies.
- C. Ethnography of communication; language, ethnicity and racism.
- D. Linguistic Ecology: Haugen's ecological metaphor and its criticism; types of linguistic ecologies.

**UNIT II**

- A. Language, attitudes and ideology.
- B. Language and identity.
- C. Concept of Mother Tongue; Multilingual Education in India.
- D. Language policies and planning in the era of Globalization.

**SUGGESTED READINGS:**

1. Coupland, Nikolas and Adam Jaworski (eds.) 1997. *Sociolinguistics: A Reader and Coursework*. London: Macmillan Press. (Chapters 3 and 5)
2. Creese, A. 2008. Linguistic ethnography. In Kendall A. King and Nancy H. Hornberger (eds.) *Research Methods in Language and Education. Encyclopedia of Language and Education*. Vol. Springer. (pp. 229-241).
3. Duranti, Alessandro. 1997. *Linguistic Anthropology*. Cambridge: Cambridge University Press
4. Kramsch, Clair 2007. Language, thought and culture. In Alan Davies and Catherine Elder (eds.) *The Handbook of Applied Linguistics*. Blackwell Publication. (pp. 235-261)
5. Llamas, Carmen and Dominic Watt (eds.) 2010. *Language and Identities*. Edinburgh: Edinburgh University Press. (pp 18-28 and 29-36).



6. Mooney, Annabelle et al 2011. *Language, Society and Power: An Introduction*. London and New York: Routledge. (Chapter 6)
7. Mohanty, Ajit K. et al (eds.) 2009. *Multilingual Education for Social Justice*. Hyderabad and New Delhi: Orient BlackSwan Publishers Ltd. (Chapters 1, 2 and 3).
8. Muhlhausler, Peter 2002. Ecology of language. In Robert B. Kaplan (ed.) *The Oxford Handbook of Applied Linguistics*. Oxford: Oxford University Press. (pp. 374-387).
9. Myers-Scotton, Carol 2006. *Multiple Voices: An Introduction to Bilingualism*. Oxford: Blackwell. (pp. 107-141; 369-411)

**SUGGESTED READINGS:**

1. Kaplan, Robert B. (ed.). 2002. *The Oxford Handbook of Applied Linguistics*. Oxford: Oxford University Press. (pp. 374-387).
2. Wardhaugh, Ronald. 1986. *An Introduction to Sociolinguistics*. Basil Blackwell.

**DEPARTMENT OF LINGUISTICS  
LANGUAGE TYPOLOGY  
(ABILITY ENHANCEMENT)  
SESSION 2019-20**

**M. A. 3<sup>rd</sup> (SEMESTER)  
PAPER CODE: LNM-3013**

**CREDITS: 02  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 100**

**COURSE OBJECTIVES:**

- To have knowledge of linguistic typology and process of typological analysis.
- To know about Greenberg's Universals and typology of Language Universals
- To understand Typology of language in terms of word order and case-marking.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Discuss unity and diversity in languages, Language Universals.
- Know how languages of the world can be typologically classified according to their certain morphological and/or syntactic features.

**UNIT I**

- A. Introducing Linguistic Typology: Defining Typology.
- B. Typological Analysis.
- C. Typology of Language Universals.
- D. Problems in Determining Universals.

**UNIT II**

- A. Word Order Typology, Basic Word Order.
- B. Some Word Order Correlations.
- C. Case Marking, A, S and P and Types of Case Marking.
- D. Nominative- Accusative, Ergative-Absolutive, Tripartite, AP/S, Neutral System.

**ESSENTIAL READINGS:**

1. Croft, W. 1990. *Typology and Universals*. Cambridge: Cambridge University Press.
2. Dryer, M. S. 1991. SVO languages and OV: VO typology. *Journal of Linguistics*. 27 (2):443-82.
3. Dryer, M. S. 1997. On the six way word order typology. *Studies in Language. International Journal sponsored by the Foundation "Foundations of Language"*, 21(1), 69-103. Philadelphia: John Benjamins.
4. Greenberg, J. H. (ed.). 1963. *Universals of Language*. Cambridge, MA: MIT Press.
5. Shopen, T. (ed.). 2007. *Language Typology and Syntactic Description*. Vol I, II. III Cambridge: Cambridge University Press.
6. Song, J. J. 2001. *Linguistic Typology: Morphology and Syntax*. Harlow, New York: Longman.
7. Subbarao, K.V. 2012. *South Asian Languages: A Syntactic Typology*. New York: Cambridge University Press
8. Whaley, L. J. 1997. *Introduction to Typology: The Unity and Diversity of Language*. Thousand Oaks: Sage.

**SUGGESTED READINGS:**

- 1 Shibatani, M. and Bynon, T.(eds.). 1995. *Approaches to Language Typology*. Oxford: Clarendon Press.
- 2 Hawkins, J. A. (ed) 1988. *Explaining language universals*. Blackwell: Oxford
- 3 Dixon, R.M.W. 1979. 'Ergativity'. In *Language* 55: 59-138
- 4 Lehmann, W. P. (ed). 1978. *Syntactic Typology: Studies in the phenomenology of language*. Austin: University of Texas Press.

**DEPARTMENT OF LINGUISTICS**  
**LANGUAGE TEACHING AND SECOND LANGUAGE ACQUISITION**  
**SESSION 2019-20**

**M. A. 4<sup>th</sup> (SEMESTER)**  
**PAPER CODE: LNM-4001**

**CREDITS: 04**  
**SESSIONAL MARKS: 30**  
**END-SEMESTER: 70**  
**TOTAL = 100**

**COURSE OBJECTIVES:**

- To introduce language teaching as an area of applied linguistics.
- To understand different language learning theories and methods of language teaching.
- To know about the Krashen's theories for second language acquisition.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Develop an understanding of Contrastive Analysis and Error Analysis.
- Differentiate between different theories of Language Learning.
- Have an idea of different models of Language Teaching.

**UNIT I**

- A. Linguistics, Applied Linguistics and Language Teaching.
- B. Contrastive Analysis.
- C. Error Analysis.
- D. Pattern, Practices, Drills and Teaching Exercises.

**UNIT II**

- A. Theories of Learning; Skinner, Chomsky, Piaget, Vygotsky.
- B. Language Teaching Method; 1. Grammar Translation Method. 2. Structure, Situational, 3. Audio Lingual, Audio Visual.
- C. Communicative Language Teaching, Total Physical Response Method, Community Language Learning and CALT (Computer Aided Language Teaching).
- D. Second Language Acquisition and Universal Grammar.

**UNIT III**

- A. Interlanguage and Language Learning.
- B. Krashen's Natural Approach-Five Hypothesis.
- C. Mother Tongue, Heritage Language Teaching.
- D. Language Teaching for Specific Purposes.

**ESSENTIAL READINGS:**

1. Chapelle, C. A. 2001. *Computer Application in Second Language Acquisition*. Cambridge: Cambridge University Press.
2. Clark, E. V. 2003. *First Language Acquisition*. Cambridge: Cambridge University Press
3. Corder, S.P. 1974. Error analysis. In J.Allen and S.P. Corder (eds). *The Edinburgh Course in Applied Linguistics. Vol.3*. Oxford: Oxford University Press.
4. Lado, R. 1964. *Language Teaching: A Scientific Approach*. New York: Mcgraw-Hill.
5. Mackey, W.F.1965. *Language Teaching Analysis*, London: Longman.
6. Richards, J.C. and Rodgers, T.S. 1995. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press.
7. Rivers, W.M 1981. *Teaching Foreign-Language Skills*. Chicago: University of Chicago Press.

8. Wilkins, D.A. 1972. *Linguistics in Language Teaching*. London: Edward Arnold.

**SUGGESTED READINGS:**

1. Bertolo, S. 2001. *Language Acquisition and Learn Ability*. Cambridge: Cambridge University Press.
2. Corder, S.P. 1981. *Error Analysis and Inter Language*. Oxford: Oxford University Press.
3. James, C. 1980. *Contrastive Analysis*. London: Longman.
4. Lado, R. 1978. *Linguistics across Cultures: Applied Linguistics for Language Teachers*. Ann Arbor: University of Michigan Press.
5. Mitchell, R. and Florence, M. 1988. *Second Language learning Theories*. London, New York: Arnold. (Chapters 2,3,6)
6. Stern, H.H. 1983. *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
7. White, L. 2003. *Second Language Acquisition and Universal Grammar*. Cambridge: Cambridge University Press.

**DEPARTMENT OF LINGUISTICS**  
**THEORY AND PRACTICE OF TRANSLATION**  
**SESSION 2019-20**

**M. A. 4<sup>th</sup> (SEMESTER)**  
**PAPER CODE: LNM-4002**

**CREDITS: 04**  
**SESSIONAL MARKS: 30**  
**END-SEMESTER: 70**  
**TOTAL = 100**

**COURSE OBJECTIVES:**

- To impart the knowledge of various theories and principles of translation.
- To impart the knowledge of translation in different contexts.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Understand the basic concepts of translation.
- Understand the concept of untranslatability due to the variation in linguistics, style and culture.
- Have an idea of text-types and different roles of linguistics in translation studies.

**UNIT I**

- A. Translation: Basic concepts; Source and Target Language
- B. Translation, Transliteration, Transcription and Transcreation Types of translations Inter-lingual and Intra-lingual, Full and Partial, Total and Restricted.
- C. Theories of Translation: Linguistic, Literary, and Hermeneutic. Equivalence

**UNIT II**

- A. Equivalence: Formal, Dynamic and Null.
- B. Issues in translation. Translation and Untranslatability: A Paradox
- C. Linguistic, Stylistic and Cultural Untranslatability
- D. Ambiguity and Vagueness: Word Sense Disambiguation

**UNIT III**

- A. Text Types-Knowledge Text, Literary Text and Religious Text
- B. Translation as Applied Linguistics
- C. Translation and Semiotics: Film Translation (Adaptation, Dubbing, Subtitling etc)
- D. Translation and Computational Linguistics

**ESSENTIAL READINGS:**

1. Catford, J.C. 1965. *A Linguistic Theory of Translation*. London: Oxford University Press.
2. Newmark, P. 1981. *Approaches to Translation*. Oxford, New York: Pergamon Press.
3. Nida, E. and Taber, A.C. 1969. *The Theory and Practice of Translation*, Leiden: E.J. Brill.

**SUGGESTED READINGS:**

1. Aronoff, M. and Rees-Miller, J. (ed.) 2003. *The Handbook of Linguistics*. Oxford: Blackwell Publishers.
2. Bright, W. 1992. *International Encyclopedia of Linguistics*. Oxford: Oxford University Press.
3. Brower, R.A. (ed.). 1966. *On Translation*. New York: Oxford University Press.
4. Gutt, Ernst-August. 1991. *Translation and Relevance: Cognition and Context*. Oxford: Basil Blackwell.
5. House, J. 2018. *Translation: The Basics*. Abingdon, New York: Routledge.
6. Riccardi, A. (ed.). 2002. *Translation Studies: Perspectives on an Emerging Discipline*. Cambridge: Cambridge University Press.
7. Warsi, M.J. 2009. *How Complex is the Art of Translation? An Experiment with Premchand's "kafan"*. *Indian Literature*, Vol. 52, Sahitya Academy, New Delhi.

**DEPARTMENT OF LINGUISTICS  
FORM-CONTENT LINGUISTICS  
SESSION 2019-20**

**M. A. 4<sup>th</sup> (SEMESTER)  
PAPER CODE: LNM-4013**

**CREDITS: 04  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 100**

**COURSE OBJECTIVES:**

- To have an understanding of the basics of the theory.
- To understand the role of the Orienting Principles in Phonology and grammar.
- To provide some insights into the applications of the theory.

**LEARNING OUTCOMES:** After successfully completing the course students shall be able to:

- Comprehend the basic concepts of form content linguistics.
- Understand the role of physiological mechanism, human behaviour and communication in phonology and grammar.
- Give an idea about the two fold orientation of grammar and two fold organization of meaning.

**UNIT I**

- A. Form-Content Linguistics: An Introduction.
- B. The Quintuple Orienting Principles for Phonology: Physiological Mechanism, Human Behavior, Communication, Acoustic Medium, and Vision.
- C. Physiological Mechanism in Phonology.
- D. Human Behavior in Phonology

**UNIT II**

- A. Communication in Phonology
- B. Acoustic Medium
- C. Vision: Impact of Vision of the Labial and Non-Labial Phonological Units.
- D. Substance and Value in Phonological Analysis.

**UNIT III**

- A. The Two-Fold Orientation for Grammar. Communication and Human Behavior. Theory of Grammar: Signs or Form-Meaning Units.
- B. The Two-Fold Organization of Meaning: Lexicon versus Grammar.
- C. Grammatical System: Oppositions of Exclusion and Inclusion; Substance and Value in Grammatical Analysis; Spanned Opposition; Interlock.
- D. System of Number in Sanskrit, Greek, and Urdu

**ESSENTIAL READINGS:**

1. Azim, A. 1978. *System of the Verb in Classical Urdu*. Columbia University PhD. Dissertation. Ann Arbor (Michigan): University Microfilms International.
2. Diver, W. 2011. Substance and Value in Linguistic Analysis. In *Language: Communication and Human Behavior*. (pp. 23-45). Brill.



3. Diver, W. 1979. Phonology as Human Behavior. In Dorris Aronson and R. W. Riehet (eds.) *Psycholinguistic Research: Implications and applications*. Hillsdale (New Jersey): Lawrence Erlbaum Associates.
4. Hameed, S. Interaction of Physiology and Communication in the Makeup and Distribution of Stops in Lucknow Urdu. In Ellen-Contini Morava, Kirsner Robert, and Betsy Rodriguez-Bachiller (eds.) 2004. *Cognitive and Communicative Approaches to Linguistic Analysis*. Amsterdam: John Benjamins.
5. Huffman, A. and Joseph, D. 2011. *Language: Communication and Human Behavior: The Linguistic Essays of William Diver*. Leiden: Brill Publications.
6. Kirsner, R. 1976. *The Theory*. Columbia University Working Papers in Linguistics, 4.
7. Martinet, A. 1966. *Elements of General Linguistics*. Chicago: University of Chicago Press.
8. Tobin, Y. 1997. *Phonology as Human Behavior. Theoretical Implications and Clinical Applications*. Durhan: Duke University Press.

**SUGGETSED READINGS:**

1. Azim, A. Problems of Aspiration in Modern Standard Urdu. In Reid, Wallis, Ricardo, Otheguy and Nancy Stern (eds.). 2002. *Signal, Meaning and Message.' Perspectives in Sign Based Linguistics*. Amsterdam: John Benjamins.
2. Diver, W. 1984. *The Grammar of Modern English*. New York: Columbia University Department of Linguistics.
3. Garcia, E. C. 1975. *The Role of Theory in Linguistic Analysis: The Spanish Pronoun System*. Amsterdam: North Holland. (Chapter 2).
4. Reid, W. 1974. The Saussurian Sign as Control in Linguistic Analysis. *Semiotext(e)* I. 31-53.
5. Rauf, Z. 1997. *Phonology of Delhi Urdu*. Delhi: Shipra Publications.
6. Surti, Samina A.A. 2012. *Bhopal Urdu Phonology*. New Delhi: Comart Associates.

**DEPARTMENT OF LINGUISTICS  
PSYCHOLINGUISTICS  
SESSION 2019-20**

**M. A. 4<sup>th</sup> (SEMESTER)  
PAPER CODE: LNM-4004**

**CREDITS: 04  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 100**

**COURSE OBJECTIVES:**

- To understand the components of language and language acquisition by young children.
- To introduce the various theories of language acquisition.
- To understand language processing in human brain.
- To give an overview of language disorders.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Introduce psycholinguistics as an interdisciplinary area.
- Understand theories of learning, first language acquisition and second language acquisition.
- Have an idea about developmental stages of language and language disorder.
- Understand the language and brain relationship.

**UNIT I**

- A. Language and Other Signaling Systems.
- B. Psycholinguistics as Inter Discipline-Language and Cognition.
- C. Linguistic Relativity and Perceptual Categories.
- D. Theories of Learning-Approaches to Language Learning.

**UNIT II**

- A. Issues in First Language Acquisition and Second Language Acquisition.
- B. Stages of Language Acquisition, Language Production-Learning to Speak.
- C. Language Comprehension, Understanding Language Loss and its Types-Aphasia, Dyslexia, Agrammatism, Dementia, Schizophrenia.
- D. Language Perception and Attitudinal Analysis.

**UNIT III**

- A. Language –Brain Relationship-Neurolinguistics Connectionist, Hierarchical, Global and Process Models.
- B. Language and Culture-Four Theories of Dependence of Thought and Culture and Language.
- C. Bilingualism, Intelligence, Transfer and Learning Strategies.
- D. The Deaf and Language-Sign, Oral, Written.

**ESSENTIAL READINGS:**

1. Scovel, T. 2002. *Psycholinguistics*. New York: Oxford University Press.
2. Fernandez, E. M. and Cairns, Helen. Smith. 2011. *Fundamentals of Psycholinguistics*. Malden: Wiley-Blackwell.

3. Obler, L.K. and Gjerlow, K. 1999. *Language and Brain*. UK: Cambridge University Press.

**SUGGESTED READINGS:**

1. Aitchison, J. 2007. *The Articulate Mammal: An introduction to psycholinguistics*. London & New York: Routledge.
2. Aronoff, M. and Janie Rees-Miller, J. (ed.) 2003. *The Handbook of Linguistics*. Oxford: Blackwell Publishers.
3. Beg, M. K. A. 1991. *Psycholinguistics and language acquisition*. New Delhi: Bahri Publication.
4. Caplan, D. 1987. *Neurolinguistics and Linguistic Aphasiology: An Introduction*. New York: Cambridge University Press.
5. Fernandez, E. M. and Cairns, Helen. Smith. 2011. *Fundamentals of Psycholinguistics*. Malden: Wiley-Blackwell.
6. Field, J. 2003. *Psycholinguistics: A resource book for students*. London and New York: Routledge.
7. Matthew, J. T. and Morton, A. G. 2006 (2<sup>nd</sup> edition). *Handbook of Psycholinguistics*. London: Elsevier/ Academic Press.
8. Spivey, M Joannise, M and Mac Rai, K. (eds.) 2012. *The Cambridge Handbook of Psycholinguistics*. Cambridge: Cambridge University Press.
9. Warren, P. 2013. *Introducing Psycholinguistics*. Cambridge: Cambridge University Press.

**DEPARTMENT OF LINGUISTICS  
LEXICOGRAPHY  
(DISCIPLINE CENTRIC ELECTIVE)  
SESSION 2019-20**

**M. A. 4<sup>th</sup> (SEMESTER)  
PAPER CODE: LNM-4012**

**CREDITS: 04  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 100**

**COURSE OBJECTIVES:**

- To understand the art of dictionary making.
- To have the understanding of various types of dictionaries and its compilation.
- To give the idea of arrangement, notation and format of dictionaries.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Know the basic concepts and terminologies used in practical and theoretical lexicography.
- Use various techniques in compilation of dictionaries.

**UNIT I**

- A. Lexicography: Theoretical Practical.
- B. Lexicography and Lexicology.
- C. Lexicography and Linguistics; Lexicon and Grammar.
- D. Dictionary Typology.

**UNIT II**

- A. Contents of Lemma.
- B. Dictionary Micro and Macro Structure.
- C. Arrangement of Entries: Alphabetical and Semantic.
- D. Notation and Format.

**UNIT III**

- A. Compilation of Bilingual Dictionary: Collection, Selection and Equivalent.
- B. Use of Corruption in Lexicography
- C. Use of Computer in Dictionary Making.
- D. Word Net: Semantic Network.

**ESSENTIAL READINGS:**

1. Fontenlle, T. (ed.). 2008. *Practical Lexicography*. Oxford: Oxford University Press.
2. Landau, S.I. 1989. *Dictionaries: The Art and Craft of Lexicography*. Cambridge: Cambridge University Press.
3. Sterkenburg, P.V. (ed.). 2003. *A Practical Guide to Lexicography*. Amsterdam: John Benjamins Publishing Company.

**SUGGESTED READINGS:**

1. Apre S. Jan, J. 2009. *Systematic Lexicography*. Oxford: OUP.
2. Brumfit, C.J. 1985. *Dictionaries lexicographies and language learning*. New York: Pergamon Press.
3. Hartman, R. K. 1983. *Lexicography: Principles and Practice*. New York: Academic Press.
4. Singh, R. 1991. *An Introduction to Lexicography*. Mysore: CIIL.
5. Svensen, B. 1993. *Practical Lexicography*. Oxford: Oxford University Press.

**DEPARTMENT OF LINGUISTICS  
DIALECTOLOGY  
(DISCIPLINE CENTRIC ELECTIVE)  
SESSION 2019-20**

**M. A. 4<sup>th</sup> (SEMESTER)  
PAPER CODE: LNM-4014**

**CREDITS: 04  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 100**

**COURSE OBJECTIVES:**

- To know about development of Dialectology as a discipline, and its relationship with Sociolinguistics and Linguistics
- To understand the methods used in Dialectology
- To have an understanding of Regional Dialectology, Social Urban Dialectology and Perceptual Dialectology

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Have knowledge of the development of Dialectology as a discipline.
- Know how the seminal linguistic atlases of various Indo-European languages were prepared.
- Understand the concept of Regional Dialectology, social urban dialectology and perceptual Dialectology.
- Understand the effects of Dialect contact.

**UNIT I**

- A. History of Dialectology.
- B. Dialectology and Sociolinguistics.
- C. Dialectology and Linguistics.

**UNIT II**

- A. Dialect and Language.
- B. Regional Dialectology- Methods of Dialect Geography.
- C. Social Urban Dialectology.

**UNIT III**

- A. Dialects in Contact, Dialect Mixture, Bidialectalism.
- B. Koineization, Accommodation, Space and Spatial Diffusion.
- C. Perceptual Dialectology.

**ESSENTIAL READINGS**

1. Britain, D. 2003. Space and Spatial Diffusion. In J.K. Chambers, Peter Trudgill and Natalie Schilling Estes (eds.), *Handbook of Language Variation and Change*. Blackwell.
2. Chambers. J. K. and Trudgill, P. 1980. *Dialectology*. Cambridge: Cambridge University Press.

3. Mesthric, R. et al. 2005. *Introducing Sociolinguistics*. Edinburgh: Edinburgh University Press.(Chapters 2,3,4)
4. Trudgill, P, 1983. *On Dialect*. New York: New York University Press.
5. Trudgill, P. 1985. *Dialects in Contact*. Cambridge: Cambridge University Press.
6. Weinreich, U. 1954. Is structural dialectology possible? *Word* (10(2-3), 388-400) (Reprinted in Fishman)(ed.). 1968. *Reading in the Sociology of Language*. Mouton.)
7. Wolfram, W. 1997. Dialect in Society. In Florian Coulmas (ed.)*The Handbook of Sociolinguistics*. Oxford : Blackwell Publisher Ltd. (pp 107-126)
8. Wolfram, W. and Fasold, R. W. 1997. Field methods in the study of social dialects. In Nicolas, Coupland. and Adam, Jaworski. *Sociolinguistics: A Reader & Course Book*. London: Macmillan Press. (eds.) (pp 89-115)

### **SUGGESTED READING**

1. Boberg, C; Nerbonne, J and Domini, W. 2016. *Handbook of Dialectology*. Wiley.
2. Preston, Dennis R. (ed). 1999. *Handbook of Perceptual Dialectology*. Vol 1. New York: John Benjamins.

**DEPARTMENT OF LINGUISTICS  
NEUROLINGUISTICS  
(DISCIPLINE CENTRIC ELECTIVE)  
SESSION 2019-20**

**M. A. 4<sup>th</sup> (SEMESTER)  
PAPER CODE: LNM-4015**

**CREDITS: 04  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 100**

**COURSE OBJECTIVES:**

- To understand the overall structure of brain and different models of brain-language relationship.
- To have a practical idea of congenital disorders and their effects on language comprehension and production.
- To impart knowledge about language disorders: Aphasia and its Types.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Understand Neurolinguistics, representation of the area of language in brain and cerebral dominance.
- Understand different models for language and brain relationship.
- Understand Aphasia and other language disorders.

**UNIT I**

- A. Neurolinguistics- Brain Language Relationship, Issues in Neurolinguistics and Linguistic Aphasiology.
- B. Representation of Language: Areas of language in Brain.
- C. Methods of Studying the Brain –Language Relationship.
- D. Cerebral Dominance, Lateralization and Handedness.

**UNIT II**

- A. Age Limitations to Language Acquisition: Critical Period' Brain Specialization and Language Acquisition.
- B. Models for Brain-Language Relationship: Classical Connectionist Model, Hierarchical Models, Global Models and Process Models.
- C. Aphasia: A Linguistic Account and Classical Categories.
- D. Aphasia in Bilinguals: An Overview.

**UNIT III**

- A. Childhood Aphasia: The Process of Language Loss and Recovery.
- B. Congenital Language Disorders: Autism, Cerebral Palsy and Down's Syndrome.
- C. Dementia: Symptoms and Causes.
- D. Disorders of the written language: Dyslexia and Dysgraphia.

**ESSENTIAL READINGS:**

1. Caplan, D (1987) Neurolinguistics and Linguistic Aphasiology: An Introduction. NY: Cambridge University Press.



2. Opler, L.K and Gjerlow, K.(1999) *Language and Brain*. UK: Cambridge University Press.

**SUGGESTED READINGS:**

1. Caplan, D. 1987. *Neurolinguistics and Linguistic Aphasiology: An Introduction*. New York. Cambridge University Press
2. Lenneberg, E. H. 1967. *Biological Foundations of Language*. New York. John Willey
3. Pisoni, D. B. and Femez, R. E. (e.d) 2005. *The Handbook of Speech Perception*. Malden. Blackwell Publishers

**DEPARTMENT OF LINGUISTICS  
TESTING AND EVALUATION  
(DISCIPLINE CENTRIC ELECTIVE)  
SESSION 2019-20**

**M. A. 4<sup>th</sup> (SEMESTER)  
PAPER CODE: LNM-4016**

**CREDITS: 04  
SESSIONAL MARKS: 30  
END-SEMESTER: 70  
TOTAL = 100**

**COURSE OBJECTIVES:**

- To introduce testing and evaluating of the languages through various tests conducted during the teaching process.
- To understand the concept of testing in terms of different skills of language.
- To understand the types of text and the requirement of good tests.

**COURSE OUTCOMES:** After successfully completing the course students shall be able to:

- Understand the concept of testing and evaluation in language teaching program.
- Understand the various types of tests and the basic requirements of a good test.
- Understand the different models of objective test.
- Understand how to test various language skills i.e. listening, speaking, reading and writing.

**UNIT I**

- A. Testing and Evaluation; Objectives and Scope.
- B. Historical Overview of Language Testing.
- C. Relationship of Language Teaching and Language Testing.
- D. Language testing & Language learning: Native Language & Foreign Language Testing.

**UNIT II**

- A. Types of Tests: Subjective & Objective; Cloze Test; Different Models of Objective Tests; Multiple Choice, Fill in the Blanks, Matching, Open ended etc.
- B. Tests Designed for Various Purposes: Proficiency Test, Achievement, Diagnostic, Prognostic Test, Placement Test, Computer Adaptive Testing, Communicative Language Testing.
- C. Requirements of a Good Test: Validity, Reliability, Discrimination, Economy, Administrability.
- D. Critical Assessment of Testing Techniques: Translation, Essay, Dictation, Objective tests.

**UNIT III**

- A. Testing-Listening and Speaking Skills.
- B. Testing- Reading Skills.
- C. Testing-Writing Skills; Vocabulary and Grammar.
- D. Language Testing Data Base Problem with reference to Urdu Language.

**ESSENTIAL READINGS:**

1. Allen, J. P. B. and Corder, S.P. 1974. *Techniques in Applied Linguistics*. Oxford University Press.
2. Allen, J. P. B. and Davies, A. (ed.) 1977. *Testing and Experimental Methods*. Oxford; Oxford University Press.
3. Allison, D. 1999. *Language Testing and Evaluation: An Introductory Course*. Singapore: Singapore University Press.
4. Bachman, L. F. 2003. *Fundamental Consideration in Language Testing*. Oxford: Oxford University Press.
5. Khan, A. A. 2013. *Urdu Language Testing: A Critical Approach*. Delhi: Indian Institute of Language Studies.
6. Khan, A. A. 2014. *Testing Urdu Language: A Linguistic Approach*. Delhi: Indian Institute of Language Studies.
7. Lado, R. 1961. *Language Testing*. London: Longman, Green & Co. Ltd.
8. Subbiah, P. 1998. *Evaluation and Testing: An Introduction to Terminology*. Mysore: CIIL

**SUGGESTED READINGS:**

1. Bachman, L. F. and Palmer, A. S. 2004. *Language Testing in Practice*. Oxford: Oxford University Press.
2. Brown, H. D. 2004. *Language Assessment: Principles and classroom Practices*. New York: Longman.
3. Davies, A. 1999. *Dictionary of Language Testing*. Cambridge: Cambridge University Press.
4. Fox, J. D. et al. (ed.). 2007. *Language Testing reconsidered*. Ottawa: University of Ottawa Press.
5. Henning, G. 1987. *A Guide to language Testing*. Cambridge, Massachusetts. New borry House Publishers.
6. Hughes, A. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press.
7. Milanovic, M. and Cyirl, W. (eds.). 2004. *European Language Testing in a Global context*. Cambridge University Press.