UTKAL UNIVERSITY OF CULTURE

MASTER OF ARTS IN LINGUISTICS
(M.A. in Linguistics)

REVISED SYLLABUS
CHOICE BASED CREDIT SYSTEM (CBCS)

Approved by Board of Study for Linguistics in 2023
Effective from Academic Session 2023-24 onwards

Published by:
Department of Linguistics
Utkal University of Culture
Bhubaneswar, Odisha

Objective of the Course:

The course provides an extensive training on phonetics and phonology, morphology, syntax, and semantics. This will help the readers to acquire knowledge to understand the scientific study of language. Additionally, topics on language and society, language and culture, language and brain, and so on, which are necessary in developing an understanding of how the Languages have developed, related, structured, and used in the society are taught. For individuals who are interested in communications, the course in linguistics also highlights useful aspects such as translation and text analysis. The course also offers the students a chance to study a particular language or do comparative study of different languages, language acquisition, cognition and so on. Students can also decide whether to concentrate on language theories or language description.

With an enhanced knowledge on science of language and important characteristics 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-disciplinary 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 Course:

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.

Course Structure:

There are four courses in total. Each course is divided into five equal units. Each course has four credit points and 100 marks. The Internal Assessment carries 20 marks and End Semester Examination carries 80 marks.

<u>COURSE STRUCTURE</u>

NO. OF SEMESTER – 04
NO. OF COURSES – 20
FULL MARKS – 2000

DISTRIBUTION OF MARKS (FOR EACH COURSE)
FULL MARKS: 100

INTERNAL TEST: 20
END SEMESTER: 80

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

Semester	Core Course	Credits	Marks
1st Semester	LNG CC 101 INTRODUCTION TO LANGUAGE & LINGUISTICS	4 credits for each paper = 20 Credits	500 (100 Marks each Course /Paper)
	LNG CC 102 PHONETICS		
	LNG CC 103 PHONOLOGY		
	LNG CC 104 MORPHOLOGY		
	LNG CC 105 SYNTAX		
2nd Semester	LNG CC 201 SEMANTICS	4 credits for each paper = 20 Credits	500 (100 Marks each Course /Paper)
	LNG CC 202 APPLIED LINGUISTICS		
	LNG CC 203 COMMUNICATIVE LANGUAGE TEACHING		
	LNG CC 204 SOCIOLINGUISTICS		
	LNG CC 205 LEXICOGRAPHY		
	LNG VAC 206 Tools for Linguistic Analysis	Non-credit	Grade

Semester	Core Course	Core Elective	Credits	Marks
3rd Semester	LNG CC 301 HISTORICAL LINGUISTICS	LNG CE 304 STYLISTICS	4 credits for each paper = 20 Credits	500 (100 Marks each Course /Paper)
	LNG CC 302 PSYCHOLINGUISTICS	LNG CE 305 TRANSLATION STUDIES		
	LNG CC 303 LANGUAGE TESTING TEACHING	LNG CE 306 LANGUAGE AND MEDIA		
		LNG CE 307 COMPUTATIONAL LINGUISTICS		
	LNG AC 308 Understanding Odisha		Non-credit	Grade
4th Semester	LNG CC 401 LANGUAGE UNIVERSALS & LANGUAGE TYPOLOGY	LNG CE 404 (A): STUDY OF SOUTH ASIAN LANGAUGES (SALs) OR LNG CE 404 (B): DOCUMENTATION AND	4 credits for each paper = 20 Credits	500 (100 Marks each Course /Paper)
	LNG CC 402 ODIA AS A CLASSICAL LANGUAGE			
	LNG CC 403 RESEARCH METHODOLOGY			
	LNG CC 405			

	DISSERTATION/PROJECT	DESCRIPTION OF ENDANGRED LANGUAGES		

(LNG: Linguistics; CC: Core Course; CE: Core Elective; VAC: Value Added Course; AC: Add-on Course)

- The students of M.A. in Linguistics have to opt for one Value Added Courses (LNG-VAC 206) in the 2nd Semester and one Add on Course (LNG AC308) in the 3rd Semester.
- The students of M.A. in Linguistics are allowed to opt for any two Core Electives in a group of (LNG-CE304 to CE307) in the 3rdSemester, provided sufficient numbers of students opt for the same course & experts are available.
- The students of M.A. in Linguistics are allowed to opt for any one Core Electives in a group of (LNG-CE404 A or CE404 B) in the 4th Semester, provided sufficient numbers of students opt for the same course and subject experts are available.
- Total Number of Semesters – 04
- Total No. of Papers (all Semesters) – 20 (including Dissertation) and two Non-credit courses (one 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 Electives in each semester are meant for specialization.
- 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.

1st SEMESTER
LNG CC 101: INTRODUCTION TO LANGUAGE & LINGUISTICS
LNG CC 102: PHONETICS
LNG CC 103: PHONOLOGY
LNG CC 104: MORPHOLOGY
LNG CC 105: SYNTAX

2nd SEMESTER

LNG CC 201: SEMANTICS

LNG CC 202: APPLIED LINGUISTICS

LNG CC 203: COMMUNICATIVE LANGUAGE TEACHING

LNG CC 204: SOCIOLINGUISTICS

LNG CC 205: LEXICOGRAPHY

LNG VAC 206 Tools for Linguistic Analysis

3rd SEMESTER

LNG CC 301: HISTORICAL LINGUISTICS

LNG CC 302: PSYCHOLINGUISTICS

LNG CC 303: LANGUAGE TEACHING AND TESTING

LNG CE 304: STYLISTICS

LNG CE 305: TRANSLATION STUDIES

LNG CE 306 LANGUAGE AND MEDIA

LNG CE 307 COMPUTATIONAL LINGUISTICS

LNG AC 308 Understanding Odisha

4th SEMESTER

LNG CC 401: LANGUAGE UNIVERSALS & LANGUAGE TYPOLOGY

LNG CC 402: ODIA AS A CLASSICAL LANGUAGE

LNG CC 403: RESEARCH METHODOLOGY

LNG CE 404(a): STUDY OF SOUTH ASIAN LANGAUGES (SALs)

LNG CE 404(b): DOCUMENTATION AND DESCRIPTION OF ENDANGRED LANGUAGES

LNG CC 405: DISSERTATION/PROJECT

1ST SEMESTER

COURSE NO.101: INTRODUCTION TO LANGUAGE & LINGUISTICS

Objective: This course is a general introduction to Language and linguistics, the scientific study of human languages. The course focus primarily on the issues related to language, such as what is language, how does it work, what is its function etc. and to make the students familiar with some of the basic concept of linguistics and its application in practical life.

UNIT I: Introduction to Language
Definition of Language, Origin of Language, Characteristics of Human Language (design features), Functions and Uses of Language.

UNIT 2: Language and Communication
Human and non-human communication; Verbal and non-verbal communication. Language as Written System**;** Language and writing; Different writing systems; Indian writing system.

UNIT 3: Introduction to Linguistics
Definition: The scientific study of language; the branches of Linguistics; The concept of linguistic sign; Scope of Linguistics; Descriptive, Comparative and Historical Linguistics, Competence vs Performance; Langue and Parole

UNIT 4: Approaches to Study of Language
Traditional Grammar, Ancient traditions (Indian and Western-Greek and Roman); Three major research traditions in 20th century Linguistics: Structuralism, Formalism / Generative linguistics, Functionalism. Contribution of Saussure and his concept of language and Saussure's dichotomies; -etic, -emic; type, token. Linguistics and Others Fields: Relevance of linguistics to other fields of enquiry: Philosophy Anthropology, Sociology, Political Science, Psychology, Education, Computer Science and Literature.

UNIT 5: Grammatical/Linguistic Analysis
Structure of Language; Basic concepts in phonetics and phonology, Morphology; morpheme and morphemic processes; inflectional and derivational processes; Part of speech; Grammatical Categories; Different grammatical constructions.

SUGGESTED READINGS
1. Akmajian, A, Richard A. and Robert M. Harnish 1984: Linguistics: An Introduction to language and communication. Cambridge: The MIT Press.
2. Fromkin, Victoria and Robert Rodman 1974: An Introduction to Language. New York: Holt Rinehart and Winston.
3. Hockett, Charles F. 1965: A Course in Modern Linguistics. New York: Macmillan.

4. Wood, F. T. 1969: An Outline History of the English Language. Madras: Macmillan.

5. Taraporewala, I. J. S. 1978: Elements of the Science of Language. Kolkata: Calcutta University.

6. Lyons, J. 1981: Language and Linguistics. London: Cambridge University Press.

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

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

COURSE NO. 102. PHONETICS

UNIT 1. Introduction to Phonetics: Definition, Branches-Articulatory, Acoustic and Auditory. Speech organs and their function; production of speech sounds: organ of speech, Vocal tract, respiratory system, laryngeal system, supra-laryngeal system, active and passive articulators, The organs of speech:
Nomenclature and arrangement of the organs.

UNIT 2. Initiation of Speech: Air stream mechanism, phonation, Mechanism of Speech Production. Airstream mechanism: Pulmonic, glottalic and velaric; The direction of airflow: Egressive and Ingressive, combinations and restrictions. Phonation Process; voicelessness, voicing, whisper, creaky voice, breathy voice, glottal stop and others; Vowel and Consonant production; Classification of speech sound and their description.

UNIT 3. Articulation: Segmental sounds - consonants and vowels; velum, direction of airflow. Articulation of consonants; The process of articulation; passive and active articulators; oro-nasal process; the articulation of vowel sounds, consonants, liquids, glides and diphthong; cardinal vowels; Primary and Secondary articulation and coarticulation; suprasegmentals: length, stress, tone and intonation.

UNIT 4. Classification of sounds: distinctive features; feature system. Obstruent - Plosives, fricatives, affricates, ejectives, implosives and clicks; Sonorants: sonorant consonants and vowels; other aspects of Articulation.

UNIT 5. Practical classes on Phonetic transcription: IPA, broad and narrow transcription; transliteration.

SUGGESTED READINGS
1. Abercrombie D. 1967. Elements of General Phonetics. Edinburgh: Edinburgh University Press.
2. Bloch, B. and G.L. Trager 1959: Outline of Linguistics Analysis. Baltimore: Linguistic Society of America.
3. Catford, J.C. 1977: Fundamental Problems in Phonetics. Edinburgh: Edinburgh University Press.
4. Fudge, E.C. (ed) 1973: Phonology. Harmondsworth: Penguin.
5. Joos, Martin (ed) 1968: Reading in Linguistics, Vol.I. Chicago: The University of Chicago press.
6. Ladefoged, P. 1975. A Course in Phonetics. United Kingdom, United States, and Singapore: Thomson.
7. Malamberg, B. 1983: Phonetics. New York: Dover.

8. O'Connor, J.D. 1973: Phonetics. London: Penguin.
9. Pike, K.L. 1947: Phonemics. Ann Arbor: The University of Michigan Press.
10.Schane, S.A. 1973: Generative Phonology. Englewood-cliffs: New York Prentice Hall.

COURSE NO. 103: PHONOLOGY
Objectives: To introduce the students to phonological theories and the properties of phonological systems in general.

UNIT 1. Concept of Phoneme, phone and allophone; systematic and taxonomic phonemics; place and manner of articulation, phonological pattern; minimal pairs; complementary distribution the concepts of opposition- Contrast and Free variation.

UNIT 2. Distinctive Features Theory: Prague school on distinctive oppositions binary principle. Trubetzkoy's theory of distinctive oppositions; and Jakobson's theory of distinctive features; the distinctive features in Sound Pattern of English (Chomsky and Halle).

UNIT 3. Generative Phonology: Two levels of Phonological Representation-structural, prosodic, Linear and Nonlinear phonological representation. Generative Paradigm-Basic rule notation,
abbreviation devices, Phonological rule -Rule of writing and ordering.

UNIT 4. Non-Linear models: 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 5. Practical classes on phonetic and phonological inventories.

SUGGESTTED READINGS
1. Anderson, S.R. 1974: The Organization of Phonology. New York: Academic Press.
2. Chomsky, N. and M. Halle. 1968: The sound Pattern of English. New York: Harper and Row.
3. Fudge, E. 1973: Phonology. Harmondsworth: Penguin.
4. Hogg, R. and McCully, C.B. 1987. Metrical phonology: A Course Book. Cambridge: Cambridge University Press.
5. Goldsmith, J.A. 1982: Autosegmental Phonology. New York: Garland Publishers.
6. Harms, L.M. 1975: Phonology: Theory and Analysis. New York: Holt, Rinehart and Winston.
7. Hooper, J.B. 1976: Introduction to Natural Generative Phonology. New York: Academic Press.
8. Kenstowicz, M. and Charles Kissberth. 1979: Generative Phonology: Description and theory. New York: Academic Press.
9. Mohanan, K.P. 1986. The Theory of Lexical Phonology. Dordrecht: Reidel.
10. Nespor, M and Irene Vogel. 1986. Prosodic Phonology. Dordrecht: Reidel.
11. Schane, S.A. 1973: Generative Phonology. Englewood-chiff: New York, Prentice Hall.

COURSE NO. 104: MORPHOLOGY
Objective: The Introductory course in morphology covers the basics in morphological theory ranging from morpheme, word classes, word structure to morphological typology

UNIT 1. Introduction to Morphology: Morphemes, Morphs, Allomorphs and their phonological, morphological and lexical conditioning; Classification of morphemes: free, bound, root, stem, affixes:
prefix, infix, suffix and circumfixes; content and function words.

UNIT 2. Word Formation rules; Derivational and Inflectional; compounding, reduplication, suppletion, echo-formation; morphophonemic processes (assimilation, dissimilation, metathesis, etc.).

UNIT 3. Compounding: semantic classification of compound: endocentric, exocentric, copulative, appositional, Dvanda, Bahuvrihi; formal classification of compound: nominal compound, adjectival compound and verbal compound.

UNIT 4. Morphological Classification of Languages: Agglutinating Languages, Inflectional Languages, isolating Languages and Polysynthetic Languages; Identification and isolation of Morphemes: Nida's principles of Morpheme Identification.

UNIT 5. Practical work: Morphological analysis and morpheme identification

Suggested Readings:
1. Aronoff, Mark. 1976: Word Formation in Generative Grammar. Cambridge, Mass: MIT Press.
2. Bauer, Laure. 1983: English Word Formation. London: Cambridge University Press.
3. Bresnan, J(ed). 1982: The Mental Representation of Grammatical Relations. Cambridge, Mass: MIT Press.
4. Dressler, Wolfgang. 1985: Morphology. Ann Arbor: Karoma Press.
5. Hockett, Charles F. 1965: A Course in Modern Linguistics. New York: Macmillan.
6. Katamba, F. 1993: Morphology. London: St. Martin's Press.
7. Matthews, P.H. 1974: Morphology. London: Cambridge University Press.
8. Nida, Eugene. 1949: Morphology. Ann Arbor: University Of Michigan.

COURSE NO. 105 SYNTAX
Objectives: The aim of the course is to provide a theoretical and practical knowledge of the syntactic
analysis for any natural language.

UNIT 1. 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. Basic Components of Transformational Grammar: phrase structure grammar and its limitation: trees vs. strings; PS rewriting rules, lexical and phrasal categories; criteria for deciding what a constituent is; lexical and syntactic ambiguity.

UNIT 3. Transformational Rules and Rule Interaction: their formulation and justification; types of transformational operation: deletion, insertion, substitution, permutation; deep and surface analysis of syntactic structure; rule interaction: cyclic principle.

UNIT 4. The Government and Binding Framework: the modular approach, theta theory, case theory, government theory, binding theory, bounding theory and control theory; various treatments of anaphora and their theoretical significance.

UNIT 5. X-bar Syntax: concepts of head, complements, adjuncts and specifier; difference between complements and adjuncts; trees in x-bar notation; maximal projections of lexical and functional categories: determiner phrase, complementizer phrases, and tense phrases.

SUGGESTED READINGS
1. Baker, C.L. 1979: Introduction to Generative-Transformational Syntax. Eaglewood- Cliffs, N.J.: Prentice-Hall.
2. Carnie, Andrew. 2006. Syntax: A Generative Introduction. Blackwell: United Kingdom, United States, and Australia.
3. Chomsky, N .1982. Some Concepts and Consequences of the Theory of Government and Binding. Cambridge, Mass: MIT Press.
4. Cullicover, Peter, W. 1982: Syntax. New York: Academic Press.
5. Cowper, E.A. 1992: A Concise Introduction to semantic Theory: The Government-Binding Approach. Chicago: University of Chicago Press.
6. Fowler, R. 1971: An Introduction to Transformational Syntax. London: Routledge & Regan Paul.
7. Jackendoff, R. 1977: X-Bar Syntax: A Study of Phrase Structure. Cambridge, Mass.: MIT Press.

8. Lasnik, H. and Juan Urigereka, 1988. A course in GB Syntax: Lectures on Binding and Empty Categories. Cambridge: Mass: MIT Press.
9. Lillian, H. 1990: Introduction to Government and Binding Theory. London: Blackwell Publishing Ltd.
10. Matthews, P.H. 1981: Syntax. Cambridge: Cambridge University Press.
11. Radford, A. 1995: Transformational Grammar. Cambridge: Cambridge University Press.

2nd SEMESTER

COURSE NO. 201 SEMANTICS

UNIT 1. Basic Ideas: Definition and scope of Semantics; Semantics as a part of Grammar; Semantics and other disciplines.

UNIT 2. Basic Concepts: connotation and denotation; sentences; utterances; propositions; sense and reference; sense relations-polysemy, homonymy, synonymy, antonymy, hyponymy; dictionaries; theme, focus and topic.

UNIT 3. Logic and Meaning: Different types of logic and its application, logical notations. Truth properties; truth relations, kinds of meaning.

UNIT 4. Pragmatics: Participant roles; speech acts; presuppositions; deixis.

UNIT 5. 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.

SUGGESTED READINGS
1. Fodor, Janet D. 1977: Semantics: Theories of Meaning in Generative Grammar. New York: Thomas Y. Crowell.
2. Hurford, James D. and Brendan, Heasley 1983: Semantics: A Course Book. London: Cambridge University Press.
3. Kempson, Rush M. 1977: Semantic: Theory. London: Cambridge University Press.
4. Leech, Geoffrey N. 1981: Semantics. London: Penguin.
5. Lyons, John. 1977: Semantics: Vols. 1 & 2. London: Cambridge University Press.
6. Palmer, F. R. 1996: Semantics. London: Cambridge University Press.
7. Searle, John. 1969: Speech Acts. London: Cambridge University Press.

COURSE NO. 202: APPLIED LINGUISTICS

Objective: To offer the students a foundation in approaches and techniques for the teaching of second or foreign languages from the perspective of linguistics and language acquisition research.

UNIT. 1. Introduction to Applied Linguistics; Scope of applied Linguistics; History and growth of applied linguistics; Relation between theoretical Linguistics and Applied Linguistics.

UNIT 2. Application of linguistics: 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. Language Learning; language learning vs. language acquisition; First and second language learning; language acquisition in multilingual settings; behavioristics and cognitive theories of language learning; social and psychological aspects of second language acquisition; non-canonical forms of English language in India.

UNIT 4. Language Teaching: Models, methods, materials and teaching-aids in language teaching: Computer Assisted Language Teaching (CALT); types of tests and their standardization. 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 5. Teaching Methods; Grammar Translation Methods, Reading methods, Direct method, Audio lingual and Audio-visual approach, Eclectics method, the communicative approach

SUGGESTED READINGS
1. Bell, R.T. 1981. An Introduction to applied linguistics. London: Batsford Academic and Educational Limited.
2. Cook, V. 2011. Second Language Learning and Language Teaching. UK, Benedetta: Bassetti Psychology Press.
3. Cook. G, 2003. Applied Linguistics. UK: Oxford University Press.

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

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

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

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

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

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

10. A.R. Parhi. 'Towards the Anti-Canon: A Brief Focus on Newspaper English in India', SHSS (Studies in Humanities and Social Sciences), Ed. T.R. Sharma, IIAS (Indian Institute of Advanced Study), Shimla, Vol. XIII, No.1, Summer 2006, pp.143-154.

COURSE NO. 203. COMMUNICATIVE LANGUAGE TEACHING

UNIT 1. Communicative Theory: Basic ideas in the study of communication-nature of Communication. Importance of communication, Purpose, Process of communication. Factors that Influence communication; sender, receiver, channel, code, topic, message, context, feedback, noise,
filters and barriers to communication. Forms of Communication; Verbal communication-oral, written,
Non-verbal communication.

UNIT 2. Body language-postures, gestures, facial expression, eye contact, space-distancing, Silence, sign language. Dimensions of Communication: Downward communication, upward communication, horizontal communication, diagonal or crosswise communication, Grapevine. Formal and Informal
communication; Inter and Intra personal Communication, English in print and electronic media

UNIT 3. (i) Communicative Ability Communication Activity, Social Interaction Activity, Listening Activity.
(ii) Communicative skills and interpersonal skills and Personality Development.
(iii) Language and Gender-Bias free language, taboo language-Language, power and politics-politeness in language

UNIT 4. Communicative Language Teaching-How to Teach, Communicative Approach; Task-based Language Teaching and Syllabus designing and Methods

UNIT 5. Effective Classroom Communication -Activity- Expression- Statements, Questions and Response. Expressing Emotion and Attitude: Hope, Pleasure, Disappointment, Regret, Surprise, Pain etc
Omission of Information. Presentation Skills- Dialogue Skills.
NB-Practical Class-room activity to be conducted

SUGGESTED READINGS
1. A.R. Parhi. Indian English Through Newspapers, Concept Publications, New Delhi, 2008.

COURSE NO. 204: SOCIOLINGUISTICS

UNIT 1. Theoretical Foundations: History of Sociolinguistics and Theoretical Foundations of sociolinguistics - Ferguson and Fishman: Sociolinguistics and the Sociology of Language; Labov: Language Variation and Change; Sapir-Whorf Hypothesis, Accommodation Theory

UNIT 2. Language and Society: Speech community language boundaries; verbal repertoire; competence, performance and communicative competence; Language planning; language standardization and modernization; language and power; language and gender, language and literacy

UNIT 3. Language Varieties: Standard languages. Dialects, idiolect, registers, class and caste dialects, standard vs. non-standard, colloquial vs. non-colloquial varieties, formal vs. informal, social and regional dialects, Isogloss, Lingua Franca. Standardisation of Indian English

UNIT 4. Language in Contact: Bilingualism and multilingualism, types of bilingualism and bilinguals. Attitude and motivation related to Bilingualism. Diglossia. Language Convergence. Borrowing. Code mixing and code switching; pidgins and creoles. Language maintenance and language shift.
Language death.

UNIT 5. Sociolinguistic Methodology: Sampling and tools; 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.

SUGGESTTED READINGS
1. Fasold, R. 1984: The Sociolinguistics of Society. Oxford: Basil Blackwell.
2. Fishman, J.A. (ed). 1968: Readings in the Sociology of Language. The Hague: Mouton.
3. Fishman, J.A. (ed). 1978: Advances in the study of Societal Multilingualism. The Hague: Mouton.
4. Giglioli, P.P. (ed). 1972: Language and Social Context. Harmondsworth: Penguin.
5. Hudson, R.A. 1979: Sociolinguistics. London: Cambridge University Press.
6. Hymses, D. 1971: Pidginization and Creolization of Languages. London: Cambridge University Press.
7. Dutta and Parhi. 2014. 'Prospect of Electronic media as Curriculum in Non-Native Contexts'. i-manager's Journal on English Language Teaching 4 (2), 1-7

COURSE NO. 205. LEXICOGRAPHY

UNIT 1. Linguistic Perspective: Lexicology and Lexicography, Lexicography and Linguistics, Lexicon and Grammar; lexeme and word; vocable and term. Theoretical and practical dictionary.

UNIT 2. Structure and Function of Lexeme: Form Meaning relationship, Simple and composite; Nature and combination: collocative, derivative, connotative, proverbs and idioms; variation: dialectal, sociological; Meaning: lexical vs. grammatical, denotative vs. connotative, collocational vs. contextual; form-meaning relationship: polysemy, homonymy, synonymy, antonymy, hyponymy.

UNIT 3. Types of Dictionaries: Criteria for classification: Synchronic vs. Diachronic/Historical, Restricted/Special vs. Non-restricted/General, Monolingual, Bilingual and Multilingual Dictionary. Thesaurus vs Encyclopaedic Dictionary, Linguistic Dictionary vs Non –Linguistic Dictionary. Multilingual vs Written and Un –Written Language Dictionary.

UNIT 4. Dictionary Making: Conditional variables: use and user; Phase (i). Planning and collection of material. Phase (ii). Selection of entries, management of entries: labelling and grammatical information; equation, illustration, cross reference. Phase (iii). Preparation of press copy: Arrangement of entries; alphabetical, semantic and casual. Notation and Format: purpose and scope, reader's guide, guide to pronunciation, Abbreviations, use of punctual and symbols.

UNIT 5. Specific Problems: Field work, Data collection, selection and arrangement of entries, Interpretation of culture specific meaning, Phonetic Transcription, Preparation of Synchronic and Diachronic dictionaries, and an unwritten language. Spelling and pronunciation and Orthography.

SUGGESTED READING
1. Annamalai, E. 1978. The Nature of Lexicography, CIIL, Jamia Milia, New Delhi
2. Gimson, A.C. 1973. Phonology and the Lexicography in R I. Mc David and A.R. Dukert, 115-124.
3. Katre, S.M. 1965. Lexicography. Annamalai Nagar. Annamalai University.
4. Kurath, M. 1961: The Semantic Patterning of Words. Washington: Georgetown University.
5. Sebeok, T. A. (Ed). 1963: Current Trends In Linguistics, Vol. I. The Hague: Mouton.
6. Singh, R. A. 1983: Lexicology and Lexicography. Mysore: CIIL.
7. Zgusta, L. 1971: Manual of Lexicography. The Hague: Mouton.

Course No.: 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.

3rd SEMESTER

COURSE NO. 301. Historical Linguistics

Objectives: To introduce the students to basic concepts of diachronic and synchronic study of language, and to teach the basic concepts of internal and comparative reconstruction.

UNIT 1. Reconstructing the proto-stages of languages; internal reconstruction and comparative method, its limitations. Synchronic and diachronic approaches to language studies; inter-relationship between diachronic and synchronic data.

UNIT 2. Genetic classification of language; notions of language family; criteria for identifying family relationships among languages or dialects; cognates; criteria for typological classification: agglutinative, inflectional, analytic, synthetic and polysynthetic.

UNIT 3. Sound Change; Reason for sound change-Neogrammarian theory of gradualness and regularity of sound change, Regularity Hypothesis, Grimm's Law, Verner's Law; Grassman's Law; Bartholomaeo's Law.

UNIT 4. Types of Sound Change; conditioned sound change (assimilation, dissimilation, coalescence; metathesis, deletion, epenthesis) vs. unconditioned change (sound shifts).

UNIT 5. Sematic change: Semantic Change: Appearance, Obsolescence, Shift, Semantic Contact, Isolation of forms, Subgroup within a Linguistic Community; Types of Semantic Change: Extension, Narrowing, Figurative speech, Subreption.

SUGGESTED READINGS
1. Anttila, R. 1972: An Introduction to Historical and Comparative Linguistics. New York: The Macmillan Co.
2. Bhat, D.N.S. 1972: Sound Change. Pune: Poona Bhasha Prakashan.
3. Bynon, T. 1977: Historical Linguistics. London: Cambridge University Press.
4. Lehmann, W.P. 1962: Historical Linguistics. An Introduction. New York: Holt, Rinehart & Winston.
5. Meillet, A. 1967: The Comparative Method in Historical Linguistics. Paris: Champion.
6. Palmer, L.R. 1972: Descriptive and Comparative Linguistics: A Critical Introduction. London: Faber and Faber.

COURSE NO. 302. PSYCHOLINGUISTICS

Objectives: The aim of this paper is to provide students the basic understanding of the relationship
between Language and brain. The nature, scope and importance of psycholinguistics are taught in this paper.

UNIT 1. Linguistics and Psycholinguistics: Linguistic theories and psychology of Language; different theoretical orientations to the study of language: empiricist-behaviorist, biological-nativist, and interactionlist view; language and cognition.

UNIT 2. Acquisition and Development(a): Language acquisition and language learning; the concept of acquisition and development; language acquisition device;

UNIT 3. The critical period; stages of language development; the role of caretaker language input; motherese.

UNIT 4. Clinical Psycholinguistics: Pathology and brain functions; cerebral dominance and lateralization; language disorder: stuttering, aphasia,

UNIT 5. Language in mental retardation, schizophrenic language, voice disorders, cerebral palsy, autism, deafness, etc.

SUGGESTED READINGS
1. Bloom, Lois and Margaret Lahey. 1978: Language Development and Language Disorders, New York: John Wiley.
2. Clark, Herbert H. and Eve V. Clark. 1977: Psychology and Language. New York: Harcourt Brace Jovanovich.
3. Foss, Donald J. and Donald T. Hakes. 1978: Psycholinguistics. New Jersey: Prentice Hall, Inc.
4. German, M. 1988: Psycholinguistics. London: Cambridge University Press.
5. Greene, J. 1973: Psycholinguistics: Chomsky and Psychology.London.Penguin.
6. Kess, Joseph, F. 1976: Psycholinguistics. New York: Academic Press.
7. Shapiro, Thodore.1979: Clinical Psycholinguistics. New York: plenum Press.
8. Slobin, Dan I. 1974: Psycholinguistics. Glenview, Illinois: Scott, Foreman & Co.
9. Steinberg, Dany D. 1982: Psycholinguistics. Language, Mind and World. London: Longman.

COURSE NO. 303. LANGUAGE TEACHING AND TESTING

Objective: To offer the students a foundation in approaches and techniques for the teaching of second
or foreign languages from the perspective of linguistics and language acquisition research.

UNIT 1. Theories of Language Learning: Constructivist theories: Bruner, Dewey; Mentalist and Cognitive theories: Vygotsky, Chomsky, Piaget, Ellis, Anderson; Krashen's Monitor Theory (Krashen's Second Language Acquisition Theory)

UNIT 2. Second Language Acquisition; Teaching Analysis: Goals of language teaching and needs of analysis-First Language and Second Language Acquisition vs Learning- Similarities and Dissimilarities between L1 and L2 acquisition, Teaching Technique (Language skills)- Listening, Speaking, Reading and Writing.

UNIT 3. Grammar-Translation Method; Direct Method, Audio-lingual Method, Functional Notional Method, The Oral Approach and the Situational Language Teaching; The Communicative Language Teaching method, Total Physical Response Method, the silent way

UNIT 4. Materials Preparation and Classroom Pedagogy; Language teaching syllabus-methods and materials; Specification of goals: Syllabus designing; Skill-based syllabus, Task-based syllabus Materials (including authentic materials) selection, supplementation and preparation to teach LSRW,

UNIT 5. Evaluation and Testing: The systems of evaluation: Distinctions between evaluation and testing Features of a good test: usefulness, reliability, validity, impact authenticity, interactiveness, practicality, Formative and summative evaluation

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

7. AR. Parhi. 'Semantic Excess or New Canons? Exploring the print media'. Journal of Media and Communication Studies. Vol-2 (i), Academic Online refereed journal, USA, Ed. Emijee Cynthia, January 2010. pp. 16-19.

COURSE NO. 304 STYLISTICS

Objectives: To acquaint students with the importance of linguistics in the study of literature

UNIT 1. Style: Definitions and the scope of stylistic study: the nature or purpose of stylistics; stylistics as a linking component between linguistics and literary criticism; The notion literary style; Linguistic Patterning: Deviation from the code, Figurative Language.

UNIT 2. 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, rhetoric, linguistics and literary criticism, the semiolinguistics approach to verbal art.

UNIT 3. Stylistic Analysis and Literary Interpretation; Levels of linguistic analysis; context sensitivity; creativity in language; Code and message; text and discourse; defamiliarization, foregrounding and interpretation, parallelism and verbal repetition, deviation, poetic license; structure and texture; coherence and cohesion.

UNIT 4. Levels of stylistic analysis; expressive means and stylistic devices: phonetic, lexical, syntactic; Sentence meaning, word meaning, utterance meaning. Stylistics of discourse (stylistics of literary genres) Poetic discourse; Narrative discourse; drama texts.

UNIT 5: Analysis of literary pieces: The language of poetry; Rhythm, meter and sound patterns, The diction of poetry. Figurative language. The poetic image. Analysis of literary pieces: The language of prose and drama.

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

COURSE NO. 305. TRANSLATION STUDIES

UNIT 1. Meaning and Types of Translation: General concept of translation. History of translation. Types of Translation: technical terms, cultural items, phonological and grammatical, dialectal and sociological, scientific and scriptural translation, Machine translation.

UNIT 2. Theories of Translation: Catford's theory of translation, Catford's notion of transference and translation equivalence, Nida' theory of translation, Peter Newmarks theory of translation.

UNIT 3. Translation of Literary text and technical text. Meaning transfer and adaptation, Language Modernization and Neologism. Translation of Metaphorical Language. Translation and Religious texts, Translation and Semantics: synonyms, Antonyms, Homonyms and etc. Translation and Interpretation of socio-cultural terms. Machine aided Translation (Dubbing, editing, advertisement, slogans etc.). Free vs. Restricted Translation.

UNIT 4. Translation and Applied Linguistics: Translation and language teaching, Translation and Dictionary making, Translation and cultural categories: Ecology, social and material culture. Customs, gestures and habits. Inter vs. Intra and semiotic cultural translation. Translation and Folk literature: proverbs, idioms, riddles and folk tales and poems. Translation and Manuscripts. The concept of Translation, types of translation, word and sense, equivalence, word.

UNIT 5.
Level and above word level, grammatical equivalence, formal and dynamic equivalence, loss and gain,
untranslatability, Machine translation. Is translation an art or Science? Translation vs interpretation, free
vs. literal Translation.

SUGGESTED READINGS
1. Bassnett-McGuire, Susan. 1980: Translation Studies. London: Methuen and Co.
2. Brower, R.A. (Ed). 1959: On Translation. Cambridge, Mass: Harvard University Press.
3. Catford, J.C. 1965: A Linguistic theory of Translation. London: Oxford University Press.
4. Jeremy, Munday. 2001.Introducing Translation Studies, London.
5. Newmark, Peter. 1981: Approaches to Translation. Oxford: Pergamon Press.
6.1988. A Textbook of Translation. New York, London: Prentice Hall.
7. Nida, Eugine. 1964: Towards A Science of Translation. Leiden: Brill.

8. Nair, Sreedevi, K. 1996: Aspects of Translation. New Delhi: Creative Books.
9. Tucer, C.R. 1969: The Theory and Practice of Translation. Lei den: Brill.

Course No.: LNG CE306

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.: LNG CE307
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.

4th SEMESTER
COURSE NO. 401: LANGUAGE UNIVERSALS & LANGUAGE TYPOLOGY

Objective: The objective of this course is to provide an introduction to the typological study of language Including cross-linguistic examination of various phonological, morphological, syntactic and semantic topics with special reference to the South Asian language families.

UNIT 1. Universals and Linguistic Relatedness: Language typology and language universals: types of
universals; genetic, areal and typological classification of languages; formal and substantive Universals; implicational and non-implicational universals, Morphological types of languages-agglutinative, analytic (isolating), synthetic fusional (inflecting), infixing and polysynthetic (incorporating) languages,

UNIT 2. Approaches to language typology; Inductive and Deductive approaches; word-order typology (various approaches); Greenberg's approaches of word order typology. Word Order Typology: word order parameters, characteristic features of Subject Object Verb (SOV), Subject Verb Object (SVO), Object Subject Verb (OSV), Verb Object Subject (VOS) languages.

UNIT 3. Phonological and Morphological Typology: Aspiration, nasalization, retroflexion, syllabic structure, tone, aspect and tense, reduplication, echo-formation.

UNIT 4. Typology of Syntactic Constructions: typology of subject, relative clauses, causative construction, and genitival constructions with special reference to South Asian Languages.

UNIT 5. Language Convergence; Linguistic Area, a critical evaluation of the evidence in support of India as a Linguistic Area (with special reference to the notion developed by Chatterjee, Emenenu, Hock).

SUGGESTED READINGS
1. Bazell, E. E. 1958: Linguistic Typology. London: School of Oriental and African Studies.
2. Birnbaum, H. 1970: Problem of Typological and Genetic Linguistics viewed in a Genetic Framework. The Hague: Mouton.
3. Comrie, B. 1981: Language Universals and Linguistic Typology. Oxford: Basil Blackwell.
4. Croft, W. 1990. Typology and Universals. Cambridge: Cambridge University Press.
5. Emeneau, M. B. 1964: 'India as a Linguistic Area' in Language in Culture and Society: A Reader in Linguistics and Anthropology. Ed by Dell Hymes. 642-651. New York: Harper and Row Publishers.
6. Greenberg, J. H. 1966: Universals of Language. Cambridge, Mass: The MIT Press.
7. Masica, C. P. 1976: Defining a Linguistic Area: South Asia. Chicago: The University of Chicago Press.

8. Seiler, H. (ed) 1978: Language Universals. Tubingen: Nars.

9. Southworth, F. C. and M. L. Apte (eds) 1974: Contact and Convergence in South Asian Languages. Thiruvananthapuram: IJDL, 3:1.

10. Zograph, G. A. 1982. Languages of South Asia. London: Routledge.

COURSE NO. 402. ODIA AS A CLASSICAL LANGUAGE
Objective: To acquaint the students about the nature of classical language. To enrich the students about the antiquity of Odia language as classical language.

UNIT 1- History of Odia language
Evolution -Origin and Development of Odia Language- Influence of Austric, Dravidian, Perso-Arabic and English on Odia Language

UNIT 2- Structure of Odia Language
Phonology-Phonetics and Phonemics; Vowels and Consonants, Principles of Changes in Odia Sounds. Morphology- morphemes (free bound compound and complexes), derivational and inflectional affixes, case inflection.
Syntax: phrase structure (NP, VP, PP, etc)

UNIT 3- Classical Status-Linguistic Profile of Odia-Odia and its Contact & Convergence
Odia Diaspora; Identities-Linguistic, Political and Cultural: Odia attitudes towards themselves others within and outside Odisha and Current Trends

UNIT 4-Sociological Perspectives- Modernizing Odia; Scripts, Terminology, Idioms and Proverbs, Lexicography, Punctuation, Sociolinguistics reflections; Politeness expression, Linguistic etiquettes.

UNIT 5-Odia in Different Domains: Education, Administration, Mass Media, Science and Technology; Language technology.

SUGGESTED READING
1. Dash, G.N. 1972. Descriptive Morphology: Calcutta
2. Mishra, H. 1973. Historical Morphology.
3. Mohapatra, B.P. 2008. A Synchronic Grammar of Standard Odiya. Mysore: CIIL.
4. Tripathy, K.B. 1964. Origin and Development of Oriya language and Script. Utkal University Press.
5. Mohanty, Panchanan. 2017. Bruti e mo pose Kutumba (Linguistic Study of Odia). Cuttack: Friends Publishers.

COURSE NO. 403 RESEARCH METHODOLOGY
Objectives: To understand research methods and approaches followed in
the field study with reference to social science in general and linguistics in particular.

Unit 1. Research and the Initial Issues in Research as systematic investigation. Searching for and locating research questions; Finding the general background about research; Problem/question: review of existing literature and applicable theories; Refining the research problem/question; formulating its rationale and objectives; Writing a research synopsis.

Unit 2. Literature review; Primary, secondary and tertiary sources, and related theory's (sources: library, databases, online sources, previous researches, archives, media, social/psychological/political/educational contexts, and Such others) Gathering, reading and analyzing literature and related theory; Writing the review with implications for the research question selected

Unit 3. Hypotheses and formulation of research design; Formulating hypotheses based on research objectives; qualitative, quantitative and combinatory steps in research design; Data collection tools: surveys, questionnaires, interviews, observation checklists, review checklists
Comparison tools, text analysis tools; Data analysis and interpretation

Unit 4. Results and documentation; Preparing tables, charts, and graphs to present data; Collating the findings Testing hypotheses; Generalisation of results Writing a dissertation; MLA/APA citation: in-text and works cited pages; Plagiarism and related problems

Unit 5. Practical (for Internal Assessment); Students will write a literature review of 1000 words on a
research question and ii. A book review of 500 Words; Presentation of dissertation synopsis

COURSE NO. 404 (a). STUDY OF SOUTH ASIAN LANGAUGES (SALs)

Objective: This course introduces the different language families and their present-day geographic distribution in South Asia. It highlights the characteristics of each language family in South Asia with special focus on the Languages of India.

UNIT 1. Concept of Linguistic area; major characteristic features of South Asia as a linguistic area. 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. Survey of Classical and modern Indo-Aryan languages in India; Their main characteristic features.

UNIT 3. Dravidian languages; their status and main features.

UNIT 4. Austro-asiatic languages; typological features.

UNIT 5. Tibeto-Burman languages and other language family of India; their main features.

COURSE 404 (b). DOCUMENTATION AND DESCRIPTION OF ENDANGRED LANGUAGES

Unit 1. Overview of Endangered Languages: endangered languages of Southeast Asian plateau including Bangladesh, Bhutan, India, and Nepal; UNESCO' declaration on endangered languages and its motive for safeguarding.

Unit 2. General issues on Language Endangerment: language contact, language shift, language loss and language death; causes of language endangerment; level of language endangerment;

Unit 3. Fieldwork and Linguistic Analysis: locating speakers and collecting data, investigator's assumption, and methodologies: participant observation, interpretation and analysis of language data; preparation of teaching materials; devising writing system of unwritten languages.

Unit 4. Revitalisation and Preservation of Endangered Languages: revitalization and preservation of indigenous lexical items; encouragement of indigenous people to preserve their languages: awareness programme, counseling and some sort of academic activities like recitation of folk rhymes, tales that have been used in oral form from generation to generation; language usage and maintenance.

Unit 5. Archiving of Cultural and Linguistic Heritage: Documentation of traditional art form of indigenous people of South East Asia, collection and archiving of written materials, manuscript; digital recording of folk tales, folk songs etc.

SUGGESTED READINGS
1. Andrea et al. (Eds.). 2010. Fieldwork and Linguistic Analysis in Indigenous Languages of Americas. Hawai'i: University Of Hawai'i Press.
2. Crystal D. 2000. Language Death. Cambridge: CUP.
3. Daniel, N. et al.2000. Vanishing Voices: The Extinction of the World's Languages. New York: OUP.
4. Dorain N.1989(Ed.). Investigating Obsolescence: Studies in Language Contraction and Death. Cambridge: CUP.
5. D. Victoria Rau and Margaret F. 2007. Documenting and Revitalizing Austronesian Languages. Hawai'i: University of Hawai'i Press.
6. Harrison D. 2007. When languages Die: the Extinction of Human Knowledge. Oxford: Oxford University Press.
7. Himmelmann, N.P. 1998. Documentary and Descriptive Linguistics. Linguistics Vol. 36. Pp. 161-195.
8. Lehman, C. 2001. Language documentation Program. In Bisang (Ed.) Aspects of Typology and Universals. Berlin: Akademie Verlag.
9. Lenore et al.1998(Ed.). Endangered Languages: Language Loss and Community Response. Cambridge: CUP.

COURSE NO. 405. DISSERTATION/PROJECT

This course is intended to train students to elicit data from a Language or Dialect, which is not so well analyzed with a view to describing and analyzing it. Students will be encouraged to observe the elicited data and come up with significant generalizations. Students will submit The Dissertation in a bounded form to the Head of the Department.

Objective: 1. To train the students to elicit data from a language or dialect.
2. To encourage them to observe the elicited data and come up with significant generalizations

Course Outcome

Unit 1: Describe how to select the informants.

Unit 2: Describe how to collect the secondary data.

Unit 3: Describe stages of data collection.

Unit 4: Describe methods and techniques of data collection.

SUGGESTED READINGS
1. Abbi, Anvita, 2001. A manual of Linguistic Field Work and Structures of Indian Languages. Freibadstr: Lincom Europa.
2. Grierson, G. A. 1903-28. Linguistic Survey of India, Vol. 1-14. Delhi: Motilal Banarasidas.
3. Singh, K. S. 1998. People of India. Kolkata, Anthropological Survey of India.
4. Narasimha, Rao, K. V. V. L. & Jennifer Bayer. 2000. Research Methodology in Linguistics. Mysore, CIIL.
5. Fishman, J, A. (ed) 1999. Handbook of Language and Ethnic Identity. Oxford, Oxford University Press.