Semester wise Detailed structure 4YUG Programme DUAL Major

Name of the Department: English

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 1 Core	Introduction to Linguistics and Language Sciences	4	3	1
2	DSE 1 (Elective/Optional)	Language and Social Dynamics or Sound System in Language	2	1	1
3	SEC 1	Effective Communication	2	0	2
4	GE1	Language Disorder	2	1	1
5	AEC1	Listening Skills	2	1	1
6	VAC1	Environmental Education/ Environmental Sciences	2	1	1
7	IAPCD	Primary School Teaching Assistance			

Semester: I   Major: Linguistics and Language Sciences

Semester wise Detailed structure 4YUG Programme DUAL Major

Semester: II   Major: Linguistics and Language Sciences

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 2 Core	Building Blocks of Language	4	3	1
2	DSE 2 (Elective/Optional)	Introduction to Semantics or Linguistic Landscape in India	2	1	1
3	SEC 2	Integrated Communication	2	0	2
4	GE2	Language and Politics	2	1	1
5	AEC2	Speaking Skills	2	1	1
6	VAC2	Gender Studies, Health, Wellness, Yoga Education, Sports & Fitness	2	1	1
7	IAPCD	Primary School Teaching Assistance	2*		2*

Semester wise Detailed structure 4YUG Programme DUAL Major

Semester: III   Major: Linguistics and Language Sciences

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 3 Core	Introduction to Sociolinguistics	4	3	1
2	DSE 3 (Elective/Optional)	Introduction to Pragmatics or Language and Ethnicity	2	1	1
3	SEC 3	Effective Writing: Academic and Business	2	0	2
4	GE3	Appreciating Short Stories	2	1	1
5	AEC3	Reading Skills	2	1	1
6	VAC3	1. Understanding India 2. Human Values and Professional Ethics 3. Cyber Security	2	1	1

Semester wise Detailed structure 4YUG Programme DUAL Major

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum

1	DSC 4 Core	Stylistics and Discourse Analysis	4	3	1
2	DSE 4 (Elective/Optional)	Introduction to Historical Linguistics or Language of Advertisement	2	1	1
3	SEC 2	Integrated Writing: Academic and Business Purposes	2	0	2
4	GE4	Language and Gender	2	1	1
5	AEC4	Writing Skills	2	1	1
6	VAC4		2	1	1
7	IAPCD		2*		2*

Semester: IV   Major: Linguistics and Language Sciences

Semester wise Detailed structure 4YUG Programme DUAL Major

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 5 & 6 Core	Introduction to Psycholinguistics &	4	3	1
		Sociology of Language	4	3	1
2	DSE 5 (Elective/Optional)	Introduction to Semiotics or Language, Cognition and Identity	2	1	1

Semester: V   Major: Linguistics and Language Sciences

Semester wise Detailed structure 4YUG Programme DUAL Major

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 7 & 8 Core	Linguistics and Language Teaching &	4	3	1
		Linguistic Characteristics of South Asian Languages	4	3	1
2	DSE 6 (Elective/Optional)	Language Testing or Introduction to Lexicography	2	1	1

Semester: VI   Major: Linguistics and Language Sciences

Semester wise Detailed structure 4YUG Programme DUAL Major

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 9 & 10 Core	Computer Application for Natural Language &	4	3	1
		Language Endangerment and Field Linguistics	4	3	1
2	DSE 7 (Elective/Optional)	Fundamentals of Translation or Narratology	2	1	1

Semester: VII (Hons.)   Major: Linguistics and Language Sciences

Semester wise Detailed structure 4YUG Programme DUAL Major

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 11 & 12 Core	Aphasia, Language, Speech and Communication &	4	3	1

| | | Methods and Models in Computational Linguistics | 4 | 3 | 1 |
| 2 | DSE 8 (Elective/Optional) | Perceptual Dialectology or Forensic Linguistics | 2 | 1 | 1 |

Semester: VIII (Hons.)

Semester wise Detailed structure 4YUG Programme DUAL Major

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 9 Core	Introduction to Research	4	3	1
2	IAPCD	Dissertation	4		

Semester: VII (Research)   Major: Linguistics and Language Sciences
(*For those who are doing Research in Linguistics and Language Sciences [Major 1]*)

S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 9 & 10 Core	Computer Application for Natural Language &	4	3	1
		Language Endangerment and Field Linguistics	4	3	1
2	DSE 7	Fundamentals of Translation or Narratology	4	3	1

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Or

(*For those who are doing Research in other subjects [Major 2]*)

Semester wise Detailed structure 4YUG Programme DUAL Major

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S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 10 Core	Research Methods and Techniques	4	3	1
2	IAPCD	Dissertation	12		

Semester: VIII (Research)   Major: Linguistics and Language Sciences
(*For those who are doing Research in Linguistics and Language Sciences [Major 1]*)

<div align="center">

Or

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S.No.	Course Type	Course Name	No. of Credits	Theory	Practicum
1	DSC 11 & 12 Core	Aphasia, Language, Speech and Communication &	4	3	1
		Methods and Models in Computational Linguistics	4	3	1
2	DSE	Perceptual Dialectology or Forensic Linguistics	2	1	1

(*For those who are doing Research in other subjects [Major 2]*)
Credit hours for different types of courses

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component. For example, a three-credit lecture course in a semester means three one-hour lectures per week with each one-hour lecture counted as one credit. In a semester of 15 weeks duration, a three-credit lecture course is equivalent to 45 hours of teaching.

One credit for tutorial work means one hour of engagement per week. In a semester of 15 weeks duration, a one-credit tutorial in a course is equivalent to 15 hours of engagement.

A one-credit course in practicum or lab work, community engagement and services, and fieldwork in a semester mean two-hour engagement per week. In a semester of 15 weeks duration, a one-credit practicum in a course is equivalent to 30 hours of engagement.

A one-credit of Seminar or Internship or Studio activities or Field practice/projects or Community engagement and service means two-hour engagements per week.

Accordingly, in a semester of 15 weeks duration, one credit in these courses is equivalent to 30 hours of engagement. A course can have a combination of lecture credits, tutorial credits, and practicum credits.

For example, a 4–credit course with three credits assigned for lectures and one credit for practicum shall have three 1-hour lectures per week and one 2-hour duration field-based learning/project or lab work, or workshop activities per week. In a semester of 15 weeks duration, a 4-credit course is equivalent to 45 hours of lectures and 30 hours of practicum.

Similarly, a 4 –credit course with 3- credits assigned for lectures and one credit for tutorial shall have three 1-hour lectures per week and one 1-hour tutorial per week. In a semester of 15 weeks duration, a four-credit course is equivalent to 45 hours of lectures and 15 hours of tutorials.

Semester- I
DSC 1 Core
Course Title: **Introduction to Linguistics and Language Sciences**   Course Code:

Scheme of Instruction	**Scheme of Examination**
Total Duration: 60hrs.	Maximum Marks: 100
Periods/Week: 4 (3+1)	Internal Evaluation: 30
Credits: 4	End Semester: 70
Instruction Mode: Lecture/Discussions/ Simulation	Exam Duration: 3hrs.

Course Objective:
- Understand and explain the key principles and theories that underlie the study of human language.
- Analyze and compare various aspects of language, such as phonetics, phonology, morphology, syntax, semantics, and pragmatics.
- Apply critical thinking to engage with different linguistic perspectives, including philosophical debates on language acquisition and approaches to linguistic analysis.
- Evaluate the functions of language in communication, taking into account the social, cultural, and cognitive factors that influence language use.
- Develop skills to analyze real-life language data and apply linguistic concepts and methods to practical situations.

Course Outcome (CO):
CO1. Understand the fundamental concepts and design features of language, including its communication functions and Saussurean dichotomies.
CO2. Analyze and compare theoretical perspectives on language, such as Chomsky's nativism and Skinner's behaviorism, and examine prescriptive and descriptive approaches to language.
CO3. Explore the role of language in communication across different cultures, focusing on its interpretations, power dynamics, and influence in society.
CO4. Gain knowledge of language acquisition processes, including the impact of environment, innate abilities, and social interaction, as well as factors influencing language change over time.
CO5. Examine the impact of globalization on language and linguistic diversity, study multilingualism and language policy, and analyze the relationship between language and power in social and political contexts.

Unit	Course Content	Instruction Hours
I	**Foundations of Language Study** 1. Introduction to the Study of Language and its Design Features 2. Saussurean Dichotomies: Langue vs. Parole, Signifier vs. Signified 3. Language Philosophy, Prescriptive vs. Descriptive Approaches to Language	15
II	**Foundations of Linguistics and Phonetics** 1. Introduction to Linguistics 2. Phonetics: Description of Speech Sounds, Articulatory and Acoustic Phonetics 3. International Phonetic Alphabet (IPA)	15
III	**Morphology, Syntax, and Language Structure** 1. Morphology: The Study of Word Structure 2. Syntax: Sentence Structure, Grammatical Categories and Constituent Analysis 3. Typology and Universal Grammar	15
IV	**Language in Society and Beyond** 1. Sociolinguistics: The Study of Language Variation and Change 2. Early language development: babbling, cooing, first words, language Processing, the human brain 3. Computational Linguistics: The Intersection of Language and Technology	15

Examination and Evaluation Pattern:
- 10 Objective type questions
- 05 Short questions essay of 6 marks
- 03 Essay-type questions of 10 marks each

Recommended Reading:
1. Aitchison, J. (2001). *Language change: Progress or decay?*. Cambridge University Press.
2. Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge University Press.
3. Bowerman, M., Levinson, S. C., & Levinson, S. (Eds.). (2001). *Language acquisition and conceptual development*. Cambridge University Press.
4. Fromkin, V., Rodman, R., &Hyams, N. (2014). *An introduction to language*. Wadsworth, Cengage Learning.
5. Halliday, M. A. K. (1973). *Explorations in the functions of Language*. Edward Arnold.
6. Saussure, F. (1916/2011). *Course in general linguistics*. Columbia University Press.

7. Yule, G. (2010). *The study of language.* Cambridge University Press.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	✓	✓				✓			
CO2	✓		✓				✓		
CO3				✓		✓			✓
CO4	✓	✓	✓		✓				
CO5	✓								✓

Four Year Under Graduate Programme - LINGUISTICS

Semester- I
DSE 1 (Elective/Optional)

Course Title:**Language and Social Dynamics**   Course Code:

Scheme of Instruction	Scheme of Examination
Total Duration: 30 hrs.	Maximum Marks: 50
Periods / Week: 2	Internal Evaluation: 15
Credits: 2	End Semester: 35
Instruction Mode: Lecture/Discussion/Simulation	Exam Duration: 2 hrs.

Course Objective:
- Understand the relationship between language and social identity, including gender, ethnicity, and social class.
- Analyze power dynamics in language use, particularly in relation to colonialism, globalization, and propaganda.
- Explore the role of language in social interaction, including politeness, intercultural communication, and conversation analysis.
- Examine the mechanisms of language change and innovation, and the impact of social networks on linguistic diffusion.
- Investigate language maintenance and shift in different communities, considering the social factors influencing these processes.

Course Outcome:
  CO1. Understand and evaluate the complex relationship between language and various aspects of social identity, including gender, ethnicity, and social class, and be able to analyze how language reflects and constructs these identities.
  CO2. Analyze the role of language in power dynamics, including its use in colonialism, the spread of global languages, and in manipulation tactics such as propaganda and advertising.
  CO3. Develop a comprehensive understanding of the role of language in social interaction, including concepts like politeness, communication styles and strategies, intercultural communication, and conversation analysis.
  CO4. Understand and evaluate how language changes and innovates over time, the mechanisms of language change, and the role of social networks in linguistic diffusion.
  CO5. Gain insights into language maintenance and shifts, and be able to analyze the factors that contribute to these phenomena, including socio-political and cultural influences.

Unit	Course Content	Instruction Hours
I	**Language and Social Interaction** 1. Language and Politeness 2. The role of social networks in linguistic diffusion 3. Language maintenance and shift	15
II	**Language and Social Identity** 1. Multilingualism and Social Identity 2. Language and Social Class 3. Power dynamics in language use	15

Examination and Evaluation Pattern:
05 Objective-type questions

05 Short questions essay of 4 marks each
01 Essay-type question of 10 marks

Recommended Reading:

1. Foucault, M. (1972). *The archaeology of knowledge*. Tavistock Publications.
2. Spivak, G. C. (1988). Can the subaltern speak? In C. Nelson & L. Grossberg (Eds.), *Marxism and the interpretation of culture* (pp. 271-313). University of Illinois Press.
3. Eckert, P. (2012). Three waves of variation study: The emergence of meaning in the study of variation. *Annual Review of Anthropology*, 41, 87-100.
4. Bourdieu, P. (1991). *Language and symbolic power*. Harvard University Press.
5. Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge University Press.
6. Myers-Scotton, C. (2005). *Multiple voices: An introduction to bilingualism*. Oxford: Blackwell Publishing.
7. Wei, Li (Ed.) (2000). *The Bilingualism Reader*. London and New York: Routledge.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	✓	✓		✓					✓
CO2	✓	✓				✓	✓		✓
CO3	✓	✓				✓			
CO4	✓	✓	✓						
CO5	✓	✓	✓				✓		

Four Year Under Graduate Programme -   LINGUISTICS

SEMESTER: I
DSE 1 (Elective/Optional)

Course Title:**Sound System in Language**   Course Code:

Scheme of Instruction	**Scheme of Examination**
Total Duration: 30 hrs.	Maximum Marks: 50
Periods / Week: 2	Internal Evaluation: 15
Credits: 2	End Semester: 35
Instruction Mode: Lecture/Discussion/Simulation	Exam Duration: 2 hrs.

Course Objective:
- To introduce students to the study of phonetics and phonology and provide a broad understanding of the sound systems of language.
- To enable students to analyze the production and perception of speech sounds, identify phonemic contrasts, and analyze the processes of sound change.
- To develop students' understanding of the relationship between sound and meaning, as well as the variation in sound systems across languages.
- To enhance students' critical thinking skills and their ability to apply linguistic concepts to real-world situations.
- To prepare students for further studies in phonetics and phonology or related fields, as well as for careers in language-related industries such as speech therapy, language teaching, or computational linguistics.

Course Outcome:
CO1. Comprehensive understanding of the sound systems of human languages, including phonetics and phonology.
CO2. Accurate transcription and analysis of speech sounds using the International Phonetic Alphabet (IPA).
CO3. Exploration of speech production, perception, and phonological processes in various languages.
CO4. Identification of cross-linguistic patterns and constraints to gain insights into linguistic universals and typology.
CO5. Development of critical thinking and problem-solving skills through data analysis, hands-on activities, and discussions.

Unit	Course Content	Instruction Hours
I	**Introduction to Phonetics and Phonology** 1. Overview of the sound system of language 2. The role of Phonetics and Phonology in language 3. International Phonetic Alphabet (IPA)	15
	Phonology: Patterns and Processes in Language 1. Phonological rules and representations: underlying and surface forms	15

II	2. Phonological processes: assimilation, deletion, epenthesis, and metathesis 3. Phonological features, typology and universals	

Examination and Evaluation Pattern:

5 Objective type questions
05 Short questions essay of 4 marks each
01 essay type questions of 10 marks each

Recommended Reading:

1. Abercrombie, D. (1982). Elements of general phonetics. Edinburgh University Press.
2. Aslam, M., &Kak, A. A. (2007). Introduction to English phonetics and phonology. Foundation Books.
3. Blevins, J. (2004). *Evolutionary phonology: The emergence of sound patt*erns. Cambridge University Press.
4. Bloch, B. (1948). A set of postulates for phonemic analysis. *Language*, 24(1), 3-46.
5. *Compass*, 14(8), e12372.
   Kiparsky, P. (2003). The phonological basis of sound change. *The handbook of Historical Linguistics*, 311-342.
6. Katamba, F. (1989). *An introduction to phonology*. London: Longman.
   Kawahara, S. (2020). Sound symbolism and theoretical phonology. *Language and Linguistics*
7. Ladefoged, P., & Johnson, K. (2014). *A course in phonetics*. Wadsworth Publishing.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	✓		✓						✓
CO2					✓	✓		✓	
CO3	✓	✓					✓		
CO4			✓	✓			✓		✓
CO5		✓				✓	✓		

Four Year Under Graduate Programme -   LINGUISTICS

Semester: 1
Course Title: **Effective Communication**Course Code:
SEC-I

Scheme of Instruction	Scheme of Examination
Total Duration: 30 hrs.	Maximum Marks: 50
Periods / Week: 2	Internal Evaluation: 15
Credits: 2	End Semester: 35
Instruction Mode: Lecture/Practical/Tutorial	Exam Duration: 2 hrs.

Course Objective:
The objective of this course is to provide students with a solid foundation in effective communication skills and enhance their ability to communicate verbally, nonverbally, in writing, and in interpersonal and professional settings.

Course Outcomes:
By the end of the course, students will be able to: a) Understand the fundamentals of effective communication, b) Demonstrate effective verbal communication skills. c) Exhibit proficiency in nonverbal communication skills, d) Develop strong written communication skills, including noting and summarising, e) Enhance interpersonal communication skills, including conflict resolution and negotiation, f) Acquire professional communication skills, including business etiquette and effective presentation delivery.

Unit	Course Content	Instruction Hours/ Credits
I	**Introduction to Communication** 1.Basics of Communication 2. Verbal Communication Skills 3. Nonverbal Communication Skills	15
II	**Enhancing Communication Skills** 1. Written Communication Skills 2. Interpersonal Communication Skills	15

3. Professional Communication Skills	

Examination and Evaluation Pattern: 5 Objective type questions
             05 Short questions essay of 4 marks each
             01 essay type questions of 10 marks each

Recommended Readings:
Bhatnagar, N., & Bhatnagar, M. (Eds.). (2011). Effective Communication and Soft Skills. New Delhi: Pearson.
Carnegie, D. (2010). How to Win Friends and Influence People. Pocket Books.
Carnegie, D. (2010). The Quick and Easy Way to Effective Speaking. Pocket Books.
Carnegie, D. (2011). Effective Communication Skills. Pocket Books.
Langan, J. (2008). College Writing Skills with Readings (7th ed.). New York: McGraw-Hill.
Learning English: A Communicative Approach. (2006). Hyderabad: Orient Longman.
Reading Comprehension Success (4th ed.). (2009). New York: Learning Express.
Sweeney, S. (2009). English for Business Communication. Cambridge University Press.
Sweeney, S. (2011). Communicating in Business: A Short Course for Business English Students. Cambridge University Press.

<center>**Four Year Under Graduate Programme -   LINGUISTICS**</center>

Semester- I
GE1
Course Title:**Language Disorder**   Course Code:

Scheme of Instruction	**Scheme of Examination**
Total Duration: 30 hrs.	Maximum Marks: 50
Periods / Week: 2	Internal Evaluation: 15
Credits: 2	End Semester: 35
Instruction Mode: Lecture/Discussion/Simulation	Exam Duration: 2 hrs.

Course Objective:

- Understand theories and perspectives of language acquisition and apply them to real-world contexts.
- Analyze and interpret research findings on factors that influence language acquisition.
- Develop an appreciation for the complexity of language structures.
- Understand the practical implications of language acquisition research.
- Develop research skills and design and present research on language acquisition topics.

Course Outcome:
    CO1. Gain the ability to define and differentiate various types of language disorders, understanding the unique characteristics and impacts of each.
    CO2. Develop a comprehensive understanding of the roles of nature and nurture in language development, exploring the interplay of genetic and environmental factors.
    CO3. Understand the assessment process for diagnosing language disorders, becoming familiar with steps such as screening, referral, and the use of standardized tests.
    CO4. Gain proficiency in using qualitative assessment tools for diagnosing language disorders, enhancing their practical skills in this area.
    CO5. Be able to identify different types of speech disorders and understand the various assessment tools and diagnostic criteria used for their identification, contributing to their overall competency in the field.

Unit	Course Content	Instruction Hours
I	**Overview of Language Disorders** 1. Definition and types of language disorders 2. Distinction between language and speech disorders 3. Assessment tools and diagnostic criteria	15
II	**Treatment and Emotional Implications of Language Disorders** 1. Strategies for targeting receptive and expressive language skills 2. Treatment approaches for different types of language disorders 3. Reasons and strategies for promoting inclusion in school and community settings.	15

Examination and Evaluation Pattern:

5 Objective type questions
05 Short questions essay of 4 marks each
01 essay type questions of 10 marks each

Recommended Reading:

1. Baghai-Ravary, L., & Beet, S. W. (2012). *Automatic speech signal analysis for clinical diagnosis and assessment of speech disorders*. Springer Science & Business Media.
2. Crosbie, S., Holm, A., & Dodd, B. (2005). Intervention for children with severe speech disorder: a comparison of two approaches. *International Journal of Language & Communication Disorders, 40*(4), 467-491.
3. Dabrowska, E. (2004). *Language, mind and brain: Some psychological and neurological constraints on theories of grammar*. Edinburgh University Press.
4. Grech, H., & McLeod, S. (2012). Multilingual speech and language development and disorders. In *Communication disorders in multicultural and international populations* (pp. 120- 140). Elsevier.
5. Lees, J., & Urwin, S. (1992). Children with language disorders. *Child Language Teaching and Therapy*, 8(1), 91-93.
6. Martin, J. A. M. (2012). *Voice, speech, and language in the child: Development and disorder.* Springer Science & Business Media.
7. Urwin, S., & Lees, J. (1995). *Speech and language therapy for children with language disorders*. Routledge.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	✓						✓		✓
CO2	✓		✓				✓		
CO3		✓	✓				✓		
CO4		✓	✓				✓		
CO5	✓	✓					✓		

Four Year Under Graduate Programme -   LINGUISTICS

Semester: 1
Course Title: **Listening Skills**   Course Code:
AEC-I
Scheme of Instruction   **Scheme of Examination**
Total Duration: 30 hrs.   Maximum Marks: 50
Periods / Week: 2   Internal Evaluation: 15
Credits: 2   End Semester: 35
Instruction Mode: Lecture   Exam Duration: 2 hrs.

Course Objectives: The course aims at the following objectives:
1. Students will be able to explain the importance of listening skills.
2. Students will be able to define different types of listening skills.
3. Students will be able to apply different strategies to enhance their listening skills.
4. Students will be able to demonstrate effective listening skills in different contexts.

Course Outcomes: Upon the completion of the course, the students are expected to have enhanced their listening skills in English.

Unit	Course Content	Instruction Hours
I	**Introduction to Listening Skills** 1. Importance of listening skills 2. Types of listening skills 3. Strategies to enhance listening skills	15
II	**Developing Listening Skills** 1. Listening for specific information and main ideas 2. Listening for inferences and critical evaluation 3. Listening to informative talks, persuasive speeches, and panel discussions	15

Examination and Evaluation Pattern:

5 Objective type questions
05 Short questions essay of 4 marks each

01 essay type questions of 10 marks each

Recommended Readings:
1. Abrahams, D. J. (2017). *Communication beginnings: An introductory listening and speaking text for English language learners.* Portland StateUniversity.
2. Doff, A. (2014). *B1 pre-intermediate coursebook English unlimited*, special edition. Cambridge University Press.
3. Doff, A. (2014). *B1 plus intermediate coursebook English unlimited*, special edition. Cambridge University Press.
4. Ludlow, R. & Panton, F. (1995). *The essence of effective communications.*Prentice Hall of India Pvt. Ltd.

Four Year Under Graduate Programme -   LINGUISTICS

Semester- II
DSC II Core

Course Title: **Building Blocks of Language (Phonetics, Phonology, Morphology and Syntax)**

Course Code:

Scheme of Instruction	Scheme of Examination
Total Duration: 60hrs.	Maximum Marks: 100
Periods/Week: 4 (3+1)	Internal Evaluation: 30
Credits: 4 (3+1)	End Semester: 70
Instruction Mode: Lecture/Discussions/ Simulation	Exam Duration: 3hrs.

Course Objective:
* Understand the basic concepts, principles, and methods used in the study of linguistics.
* Acquire knowledge of the core subfields of linguistics and their interconnections.
* Develop the ability to analyze linguistic data and construct logical arguments based on linguistic evidence.
* Gain an appreciation of the complexity and diversity of human languages.
* Recognize the interdisciplinary connections between linguistics and other fields of study.

Course Outcome:
CO1. Apply the International Phonetic Alphabet (IPA) effectively to accurately transcribe and represent a wide range of vowel and consonant sounds.
CO2. Analyze phonological processes, such as assimilation, deletion, and metathesis, and their impact on language sound patterns.
CO3. Identify and analyze morphological structures and processes, such as affixation, compounding, and alternation, to comprehend word formation and meaning.
CO4. Analyze the constituent structure of phrases and sentences, including noun phrases, verb phrases, and sentence patterns, to understand their syntactic organization.
CO5. Recognize and explain syntactic relations within sentences, such as subject-verb agreement, case marking, and syntactic transformations.

Unit	Course Content	Instruction Hours
I	**Foundations of Phonetics** 1. Introduction to Phonetics: Basic concepts, definition of phonetics, branches of phonetics. 2. Articulatory and Acoustic Phonetics 3. International Phonetic Alphabet (IPA) (Vowels and Consonants)	15
II	**Phonology** 1. Introduction to Phonology: Definition of phonology, relationship between phonetics and phonology, key concepts in phonology. 2. Phonemes and Allophones: Differentiating between phonemes and allophones, phonemic representation, and phonemic transcription. 3. Phonological Processes: Exploration of phonological rules and processes, including assimilation, deletion, and metathesis. Study of suprasegmental features.	15
	Morphology	

III	1. Introduction to Morphology: Definition of morphology, morphemes, and morphological analysis. 2. Morphological Processes: Study of inflectional and derivational processes, including affixation, compounding, and alternation. 3. Morphological Typology: Examination of different types of languages based on their morphological structures, such as isolating, agglutinative, and fusional. Morphological Analysis	15
IV	**Syntax** 1. Introduction to Syntax: Definition of syntax, sentence structure, and the role of syntax in language comprehension and production. 2. Phrase Structure: Analysis of phrases and their constituent structure, including noun phrases, verb phrases, and prepositional phrases. 3. Sentence Structure: Study of sentence types, sentence constituents, and sentence patterns, including simple, compound, and complex sentences. Syntactic Relations.	15

Examination and Evaluation Pattern:

10 Objective type questions
05 Short questions essay of 6 marks
03 Essay-type questions of 10 marks each

Recommended Reading:
1. Borer, H. (2017). Morphology and syntax. In A. Spencer & A. M. Zwicky (Eds.), *The handbook of morphology*(pp. 149-190). Blackwell.
2. Abercrombie, D. (1982). *Elements of general phonetics*. Edinburgh University Press.
3. Carr, P. (2019). *English phonetics and phonology: An introduction*. John Wiley & Sons.
4. Fromkin, V., Rodman, R., & Hyams, N. (2014). *An introduction to language*. Wadsworth, Cengage Learning.
5. Katamba, F. (1989). *An introduction to phonology*. London: Longman.
    Kawahara, S. (2020). Sound symbolism and theoretical phonology. *Language and Linguistics*
6. Ladefoged, P., & Johnson, K. (2014). *A course in phonetics*. Wadsworth Publishing.
7. Yule, G. (2010). *The study of language.* Cambridge University Press.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	✓	✓					✓		
CO2	✓	✓					✓		
CO3	✓	✓							
CO4	✓								✓
CO5	✓		✓			✓			

Four Year Under Graduate Programme -   LINGUISTICS

Semester- II
DSE-II Elective/Optional
 Course Title: **Introduction to Semantics**   Course Code:

Scheme of Instruction   **Scheme of Examination**
Total Duration: 30 hrs.   Maximum Marks: 50
Periods / Week: 2   Internal Evaluation: 15
Credits: 2   End Semester: 35
Instruction Mode: Lecture/Discussion/Simulation   Exam Duration: 2 hrs.

Course Objective:
 ● Understand the fundamental concepts, principles, and methods employed in the study of semantics, including its definition, scope, and its relationship with other branches of linguistics.
 ● Acquire knowledge of the different components of meaning, such as sense and reference, and the various types of meaning, including lexical meaning, propositional meaning, and conceptual meaning.
 ● Develop the ability to analyze semantic relations, such as synonymy, antonymy, hyponymy, hypernymy, meronymy, and holonymy, and recognize the role of these relations in language.
 ● Gain an understanding of formal semantics, including the principle of compositionality and the use of propositional and predicate logic for the formal representation of meaning.

- Cultivate the skills to analyze linguistic data and construct logical arguments based on linguistic evidence within the field of semantics.

Course Outcome:

CO1. Understand and apply foundational knowledge in semantics and pragmatics, including the study of meaning and context-dependent meaning in language. Develop the ability to analyze speech acts, implicature, and the use of figurative language in various contexts.

CO2. Comprehend and apply the principles of semantic relations, such as synonymy, antonymy, hyponymy, hypernymy, meronymy, and holonymy, to analyze and interpret the relationships between words and concepts.

CO3. Gain a strong understanding of the principles and methods of formal semantics, including the principle of compositionality and the use of propositional and predicate logic for the formal representation of meaning.

CO4. Understand the interdisciplinary connections of semantics with other branches of linguistics, such as phonetics, morphology, and syntax, and recognize how they collectively contribute to the understanding of language structure and meaning.

CO5. Develop critical thinking and analytical skills to analyze linguistic data, construct logical arguments based on linguistic evidence, and appreciate the complexity and diversity of human languages.

Unit	Course Content	Instruction Hours
I	**Foundations of Semantics** 1. Definition and scope of semantics 2. Relationship between semantics and other branches of linguistics 3. Meaning, its components (sense & reference) and its types(lexical, propositional, & conceptual)	15
II	**Semantic Relations and Formal Semantics** 1. Synonymy and antonymy; hyponymy and hypernymy; meronymy and holonymy 2. Compositionality and the principle of semantic 3. Formal representation of meaning: propositional and predicate logic	15

Examination and Evaluation Pattern:

5 Objective type questions
05 Short questions essay of 4 marks each
01 essay type questions of 10 marks each

Recommended Reading:

1. Griffiths, P. (2006). *Introduction to English semantics and pragmatics*. Edinburgh University Press.
2. Palmer, F. R. (1981). *Semantics*. Cambridge University Press.
3. Lewis, D. (1976). General semantics. In *Montague grammar* (pp. 1-50). Academic Press.
4. Löbner, S. (2013). *Understanding semantics*. Routledge.
5. Kreidler, C. W. (1998). *Introducing english semantics*. Psychology Press.
6. Frawley, W. (2013). *Linguistic semantics*. Routledge.
7. Jackendoff, R. S. (1985). *Semantics and cognition* (Vol. 8). MIT press.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	✓	✓					✓		
CO2	✓	✓					✓		
CO3	✓	✓							
CO4	✓								✓
CO5	✓		✓			✓			

Four Year Under Graduate Programme -   LINGUISTICS

Semester-II
DSE-II Elective/Optional
 Course Title:**Linguistic Landscape in India**   Course Code:

Scheme of Instruction   **Scheme of Examination**
Total Duration: 30 hrs.   Maximum Marks: 50
Periods / Week: 2   Internal Evaluation: 15
Credits: 2   End Semester: 35
Instruction Mode: Lecture/Discussion/Simulation   Exam Duration: 2 hrs.

Course Objective:

● Gain an overview of major language families: Understand the classification and characteristics of major language families in India, and recognize their significance in linguistic diversity.

● Explore language and dialectal variation: Analyze the variations and differences within and across language families, and develop an understanding of the factors contributing to linguistic diversity.

● Examine scriptal variations in linguistic landscapes: Investigate the different writing systems and scripts used in linguistic landscapes, and comprehend their impact on language representation and cultural identity.

● Understand language ideologies in linguistic landscapes: Explore the influence of language ideologies on the selection and representation of languages in public spaces, and critically analyze their effects on language attitudes and perceptions.

● Study linguistic landscapes and multilingualism: Investigate the dynamic relationship between multilingualism, language contact, and linguistic landscapes, and assess their implications for language planning, policy, and revitalization efforts.

Course Outcome:

CO1. Demonstrate knowledge of major language families in India, their classification, and characteristics, and understand their significance in promoting linguistic diversity.

CO2. Analyze and identify variations within and across language families, and develop an understanding of the factors that contribute to linguistic diversity and dialectal variation.

CO3. Recognize and evaluate the scriptal variations in linguistic landscapes, and understand how different writing systems and scripts impact language representation and cultural identity.

CO4. Critically analyze language ideologies in linguistic landscapes, and assess their influence on language selection and representation in public spaces, thereby enhancing their understanding of language attitudes and perceptions.

CO5. Evaluate and assess the dynamic relationship between multilingualism, language contact, and linguistic landscapes, and analyze their implications for language planning, policy, and revitalization efforts.

Unit	Course Content	Instruction Hours
I	**Language Families of India: Exploring Linguistic Diversity and Cultural Heritage** 1. Overview of major language families 2. Dialectal and scriptal variations within and across language families 3. Language ideologies and their influence on linguistic landscapes	15
II	**Linguistic Landscapes and Multilingualism** 1. Multilingualism and language contact in linguistic landscapes 2. Language policy and planning in multilingual contexts 3. Practical Applications of Linguistic Landscape Research	15

Examination and Evaluation Pattern:

5 Objective type questions
05 Short questions essay of 4 marks each
01 essay type questions of 10 marks each

Recommended Reading:

1. Blommaert, J. (2013). *Ethnography, Superdiversity and Linguistic Landscape*. Canada: Multilingual Matters.
2. Gorter, D., Marten, H. F., & Van Mensel, L. (Eds.). (2006). *Minority Languages in the Linguistic Landscape*. England: Palgrave.
3. Shohamy, E., Ben-Rafael, E., & Barni, M. (Eds.). (2010). *Linguistic Landscape in the City*. Canada: Multilingual Matters.
4. Aronin, L., & Singleton, D. (2012). *Multilingualism* (Vol. 30). John Benjamins Publishing.
5. Pattanayak, D. P. (Ed.). (1990). *Multilingualism in India* (No. 61). Multilingual Matters.
6. Kaplan, R. B., & Baldauf, R. B. (1997). *Language planning from practice to theory* (Vol. 108). Multilingual Matters.
7. Simpson, P. (2003). *Language, ideology and point of view*. Routledge.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	✓		✓						✓
CO2					✓	✓		✓	
CO3	✓	✓					✓		
CO4			✓	✓			✓		✓
CO5		✓				✓	✓		

Four Year Under Graduate Programme - LINGUISTICS

Semester-II
SEC-II
Course Title: Integrated Communication   Course Code:

Scheme of Instruction	**Scheme of Examination**
Total Duration: 30 hrs.	Maximum Marks: 50
Periods / Week: 2	Internal Evaluation: 15
Credits: 2	End Semester: 35
Instruction Mode: Lecture/Practical/Tutorial	Exam Duration: 2 hrs.

Course Objective:
The objective of the course is to equip undergraduate Level 1 students with the essential knowledge, skills, and strategies necessary for effective communication in the English language. Through this course, students will develop proficiency in speaking, listening, reading, and writing in English.

Course Outcomes:
By the end of the course, students will be able to: Understand the basics of communications b) comprehend and respond effectively in English, c) Apply integrated communication strategies, d) Deliver effective presentations in English, e) Demonstrate interpersonal communication skills in English, f) Exhibit professionalism in English communication.

Unit	Course Content	Instruction Hours/ Credits
I	**Foundations of Communication** 1. Foundations of Communication 2. Speaking and Listening Skills 3. Reading and Writing Skills	15
II	**Communication Types and Strategies** 1. Public Speaking and Presentation Skills 2. Interpersonal Communication 3. Business Communication	15

Examination and Evaluation Pattern: 5 Objective type questions
                                            05 Short questions essay of 4 marks each
                                            01 essay type questions of 10 marks each

Recommended Readings:
Bhatnagar, N., & Bhatnagar, M. (Eds.). (2011). Effective Communication and Soft Skills. New Delhi: Pearson.
Carnegie, D. (2010). How to Win Friends and Influence People. Pocket Books.
Carnegie, D. (2010). The Quick and Easy Way to Effective Speaking. Pocket Books.
Carnegie, D. (2011). Effective Communication Skills. Pocket Books.
Langan, J. (2008). College Writing Skills with Readings (7th ed.). New York: McGraw-Hill.
Learning English: A Communicative Approach. (2006). Hyderabad: Orient Longman.
Reading Comprehension Success (4th ed.). (2009). New York: Learning Express.
Sweeney, S. (2009). English for Business Communication. Cambridge University Press.
Sweeney, S. (2011). Communicating in Business: A Short Course for Business English Students. Cambridge University Press.

Four Year Under Graduate Programme - LINGUISTICS

Semester-II
GE-II
  Course Title:**Language and Politics**   Course Code:

Scheme of Instruction	**Scheme of Examination**
Total Duration: 30 hrs.	Maximum Marks: 50
Periods / Week: 2	Internal Evaluation: 15
Credits: 2	End Semester: 35
Instruction Mode: Lecture/Discussion/Simulation	Exam Duration: 2 hrs.

Course Objective:
  • To develop an understanding of the role of language in political communication and discourse.

- To explore the ways in which language is used to shape political ideologies and agendas.
- To analyze the impact of language on public opinion and political rhetoric.
- To examine the relationship between language, power, and social control.
- To foster critical thinking skills in evaluating political language and discourse.

Course Outcomes:
Upon completion of this course, students will be able to:

   CO1. Analyze and interpret political speeches, debates, and media messages from a linguistic perspective.
   CO2. Identify and evaluate the influence of language on political ideologies and agendas.
   CO3. Critically assess the impact of language on public opinion and political discourse.
   CO4. Understand and explain the relationship between language, power, and social control.
   CO5. Apply critical thinking skills to analyze and deconstruct political language and rhetoric.

Unit	Course Content	Instruction Hours
I	**Language and Political Communication** 1. Language and Political Propaganda 2. Political Metaphors and Framing 3. Rhetoric and Persuasion in Politics	15
II	**Language and Power** 1. Language and Political Socialization 2. Language and Identity Politics 3. Language and Gender in Politics	15

Examination and Evaluation Pattern:

5 Objective type questions
05 Short questions essay of 4 marks each
01 essay type questions of 10 marks each

Recommended Reading:

1. Chilton, P., & Schäffner, C. (Eds.). (2002). *Politics as text and talk: Analytic approaches to political discourse* (Vol. 4). John Benjamins Publishing.
2. Fairclough, N. (2015). *Language and Power*. Routledge.
3. Esser, F., & Strömbäck, J. (Eds.). (2014). *Mediatization of politics: Understanding the transformation of Western democracies*. Springer.
4. Wodak, R. (2009). *The discourse of politics in action: Politics as usual*. Springer.
5. Van Dijk, T. A. (2017). *Discourse and power*. Bloomsbury Publishing.
6. Holmes, J., & Meyerhoff, M. (Eds.). (2008). *The handbook of language and gender*. John Wiley & Sons.
7. Walsh, C. (2016). *Gender and discourse: Language and power in politics, the church and organisations*. Routledge.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	✓	✓		✓					
CO2	✓	✓	✓						
CO3	✓	✓					✓		
CO4	✓	✓		✓					
CO5			✓			✓	✓		

Four Year Under Graduate Programme -   LINGUISTICS

Semester-II
AEC-II
Course Title: **Speaking Skills**   Course Code:

Scheme of Instruction   **Scheme of Examination**
Total Duration: 30 hrs.   Maximum Marks: 50
Periods / Week: 2   Internal Evaluation: 15
Credits: 2   End Semester: 35
Instruction Mode: Lecture   Exam Duration: 2 hrs.

Course Objectives: The course aims at the following objectives:

1. Students will be able to explain the importance of speaking skills.
2. Students will be able to identify different sounds in English language.
3. Students will be able to apply different strategies to enhance their speaking skills.
4. Students will be able to demonstrate effective conversational, public speaking, and group discussion skills.

Course Outcomes: Upon the completion of the course, the students are expected to have enhanced their speaking skills in English.

Unit	Course Content	Instruction Hours
I	**Introduction to Speaking Skills** 1. Importance of speaking skills 2. Basic Phonetics and pronunciation practice 3. Strategies to enhance speaking skills	15
II	**Developing Speaking Skills** 1. Conversational skills 2. Public speaking skills 3. Group discussion skills	15

Examination and Evaluation Pattern:

5 Objective type questions
05 Short questions essay of 4 marks each
01 essay type questions of 10 marks each

Recommended Readings:

1. Abrahams, D. J. (2017). *Communication beginnings: An introductory listening and speaking text for English language learners.* Portland State University.
2. Doff, A. (2014). *B1 pre-intermediate coursebook English unlimited*, special edition. Cambridge University Press.
3. Doff, A. (2014). *B1 plus intermediate coursebook English unlimited*, special edition. Cambridge University Press.
4. Ludlow, R. & Panton, F. (1995). *The essence of effective communications*. Prentice Hall of India Pvt. Ltd.
5. Sasikumar, V., & Dhamija, P. V. (2001). *Spoken English: A self-learning guide to conversation practice.* Tata McGraw Hill.