Semester: I Major: Linguistics and Language Sciences

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	VAC1	Environmental Education/ Environmental Sciences	2	1	1
6	IAPCD	Primary School Teaching Assistance			

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	Understanding Linguistics	2	0	2
4	GE2	Language and Politics	2	1	1
5	VAC2	Gender Studies, Health, Wellness, Yoga Education, Sports & Fitness	2	1	1
6	IAPCD	Primary School Teaching Assistance	2	0	2

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	2	0	2
4	GE3	Appreciating Short Stories	2	1	1
5	VAC3	1. Understanding India 2. Human Values and Professional Ethics 3. Cyber Security	2	1	1

Semester: IV Major: Linguistics and Language Sciences

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	Fundamentals of Applied Linguistics	2	0	2
4	GE4	Language and Gender	2	1	1
5	VAC4		2	1	1
6	IAPCD		2	0	2

Semester: V Major: Linguistics and Language Sciences

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

Semester: VI Major: Linguistics and Language Sciences

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

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

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

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

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

Or

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 Core	Introduction to Research	4	3	1
2	IAPCD	Dissertation	4		

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

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

Semester: VIII (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 10 Core	Research Methods and Techniques	4	3	1
2	IAPCD	Dissertation	12		

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

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	2	1	1

		Forensic Linguistics			

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

Four Year Under Graduate Programme -   LINGUISTICS
DSC 1 Core

Course Title: **Introduction to Linguistics and Language Sciences**   Course Code: **BNLX101DCT**

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 Objectives:
- 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 Outcomes (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** Introduction to the Study of Language and its Design Features Saussurean Dichotomies: Langue vs. Parole, Signifier vs. Signified 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** Morphology: The Study of Word Structure Syntax: Sentence Structure, Grammatical Categories and Constituent Analysis Typology and Universal Grammar	15
IV	**Language in Society and Beyond** Sociolinguistics: The Study of Language Variation and Change Early language development: babbling, cooing, first words, language Processing, the human brain 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: **BNLX101DET**

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** Language and Politeness The role of social networks in linguistic diffusion Language maintenance and shift	15
II	**Language and Social Identity** Multilingualism and Social Identity Language and Social Class 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: **BNLX102DET**

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** Overview of the sound system of language The role of Phonetics and Phonology in language International Phonetic Alphabet (IPA)	15
II	**Phonology: Patterns and Processes in Language** Phonological rules and representations: underlying and surface forms Phonological processes: assimilation, deletion, epenthesis, and metathesis Phonological features, typology and universals	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. 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: **BNLX101SET**
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 3. Professional Communication 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:
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- I
GE1

Course Title: **Language Disorder**   Course Code: **BNLX101GET**

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 Objectives:
- 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 Outcomes:
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	✓	✓					✓		

Semester- II
Four Year Under Graduate Programme -   LINGUISTICS
DSC II Core

Course Title: **Building Blocks of Language**   Course Code: **BNLX201DCT**

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 Objectives:
- 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 Outcomes:
　　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
III	**Morphology** Introduction to Morphology: Definition of morphology, morphemes, and morphological analysis. Morphological Processes: Study of inflectional and derivational processes, including affixation, compounding, and alternation. 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: **BNLX201DET**

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 Objectives:

● 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 Outcomes:

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** Definition and scope of semantics Relationship between semantics and other branches of linguistics 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: **BNLX202DET**

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 Objectives:

● 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 Outcomes:
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** Overview of major language families Dialectal and scriptal variations within and across language families Language ideologies and their influence on linguistic landscapes	15
II	**Linguistic Landscapes and Multilingualism** Multilingualism and language contact in linguistic landscapes Language policy and planning in multilingual contexts 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: Understanding Linguistics   Course Code: **BNLX201SET**

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 Objectives:
a) To introduce to the students the basic concepts of linguistics and familiarize them with the basic components of language.

b) To help students explore language use and how is created and communicated through language and how language varies in different social contexts.

c) To develop in the students the ability to analyze the components of language, enhancing critical thinking and problem-solving skills related to linguistic phenomena.

Course Outcomes:

By the end of the course, students will be able to:

a) Explain the key concepts of Linguistics and demonstrate an understanding of the basic principles of linguistics, including the nature and function of language.

b) Analyse simple language examples to understand how meaning is constructed and how language is used in different contexts.

c) Use basic linguistic analysis techniques to break down language data into its components, such as identifying phonemes, morphemes, and sentence structures.

Unit 1	**What is Language** Definition and characteristics of language The role of language in communication and its unique features **Definition and Scope of Linguistics** Overview of linguistics as the scientific study of language Branches of linguistics **Introduction to Phonetics** Sounds of English Language: Vowels & Consonants Introduction to the International Phonetic Alphabet (IPA)	15 Hours
Unit 2	**Introduction to Morphology** Roots, Affixes, and Word Formation, Processes of word formation **Introduction to Syntax** Basics of syntax: understanding sentence components and structure Common sentence patterns **Syntactic Categories** Syntactic categories: nouns, verbs, adjectives etc Noun Phrases, Verb Phrases, Adjective Phrases	15 Hours

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. Bansal. *Spoken English*. Orient Blackswan, 1998.
2. Carnie, Andrew. *Syntax: A Generative Introduction*. Chichester, West Sussex, Uk Wiley-Blackwell, 2021.
3. Fromkin, Victoria, et al. *An Introduction to Language*. Wadsworth, 2017
4. Lyons, John. *Language and Linguistics: An Introduction*. University Press, 1982.
5. Syal, Pushpinder. *An Introduction to Linguistics: Language, Grammar, and Semantics*. Prentice-Hall of India, 2007.
6. Yule, George. *The Study of Language*. Cambridge University Press, 2022.

Four Year Under Graduate Programme -   LINGUISTICS

Semester-II
GE-II

Course Title: **Language and Politics**   Course Code: **BNLX201GET**

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 Objectives:
- 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			✓			✓	✓		

SEMESTER: III

DSC 3 Core

Course Title: **Introduction to Sociolinguistics**   Course Code: **BNLX301DCT**

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 Objectives:
- Understand the basic concepts, principles, and methods used in the study of Sociolinguistics.
- Acquire knowledge of the core subfields of Sociolinguistics and their interconnections.
- Understand the relationship between language and society.
- Know about inherent variabilities in language and the constraints that cause the variability in language.
  · Understand the phenomenon of language contact and its manifestations.
- Develop the ability to analyse sociolinguistic data and construct logical arguments based on sociolinguistic evidence.

Course Outcomes:
After successfully completing the course students shall be able:

CO1. To understand the symbiotic relationship between language and society.

CO2. Become aware of different languages varieties and develop sensitivity towards inherent variations in language(s).

CO3. To Comprehend the phenomenon of language contact and its potential outcomes.

CO4. To grasp the various sociolinguistic patterns

CO5. To appreciate the variation in language pertaining to various phenomena

Unit	Course Content	Instruction Hours
I	**Introduction to Sociolinguistics** Sociolinguistics: Definition and Scope Key Concepts in Sociolinguistics: Lnaguage and Dialect, Knowledge of Language, Communicative Competence, Variation, speakers and their group, Language and culture, Whorfian hypothesis Conceptualizing linguistic competence; homogeneous and heterogeneous perspectives on language Speech community: what is the relationship between native speaker and speech community?	15
II	**Languages in Contact** Lingua Francas Contact Languages: Pidgins and Creoles Language maintenance, shift, and endangerment Bilingualism and its types, Multilingualism Codeswitching&Borrowing: Core and Cultural borrowing, Code-Switching, Codemixing,Constraints: Linguistic Constraints, Social Constraints	15
III	**Social Varieties & Variations in Language** Regional Variation, Variation based on Social Group, Variation based on Gender, Variation based on Use Dialect Variation, level of Dialect variation: Lexical, Phonological, Morphosyntactic Variation, Pragmatic Variation	15
IV	**Sociology of Language** Diglossia Ethnography of speaking Language and Gender Language families in India; India as a linguistic area	15

Examination and Evaluation Pattern:
- 10 Objective type questions
- 05 Short questions essay of 6 marks
- 03 Essay-type questions of 10 marks each
- Internals: 30 marks

Recommended Reading:

1. Bhatia, T. K. (2018). *Bilingualism and multilingualism* (pp. 681-701). Palgrave Macmillan UK.
2. Coulmas, Florian. "Sociolinguistics." *The handbook of linguistics* (2003): 563-581.
3. Fasold, R. W., & Connor-Linton, J. (Eds.). (2014). *An introduction to language and linguistics*. Cambridge university press.
4. Francis, N. (2007). Carol Myers-Scotton: Multiple Voices: An Introduction to Bilingualism.
5. Holmes, J., & Meyerhoff, M. (Eds.). (2008). *The handbook of language and gender*. John Wiley & Sons.
6. Hudson, R. A. (1996). *Sociolinguistics*. Cambridge university press.

7. Labov, W. (1973). *Sociolinguistic patterns* (No. 4). University of Pennsylvania press.
8. Llamas, C., Mullany, L., & Stockwell, P. (Eds.). (2006). *The Routledge companion to sociolinguistics*. Routledge.
9. McConnell-Ginet, S., & Eckert, P. (2003). *Language and gender* (pp. 75-99). Cambridge: Cambridge University Press.
10. McConnell-Ginet, S., & Eckert, P. (2003). *Language and gender* (pp. 75-99). Cambridge: Cambridge University Press.
11. Mesthrie, R. (2009). *Introducing sociolinguistics*. Edinburgh University Press.
12. Mesthrie, R. (Ed.). (2011). *The Cambridge handbook of sociolinguistics*. Cambridge University Press.
13. Meyerhoff, M. (2018). *Introducing sociolinguistics*. Routledge.
14. Romaine, S. (2000). *Language in society: An introduction to sociolinguistics*. OUP Oxford.
15. Wardhaugh, R., & Fuller, J. M. (2021). *An introduction to sociolinguistics*. John Wiley & Sons.
16. 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- III
DSE-II Elective/Optional

Course Title: **Introduction to Pragmatics**   Course Code: **BNLX301DET**

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 understand the foundational concepts of pragmatics and its scope in linguistic studies.
- To analyze the relationship between pragmatics and semantics.
- To differentiate between sentence meaning and utterance meaning in various contexts.
- To explore the concepts of presupposition and entailment and their types.
- To examine the principles of cooperation and implicature in speech interactions.
- To classify speech acts into direct and indirect categories.

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

CO1. Define pragmatics and its significance in language understanding and interpretation.
CO1. Explain how pragmatics complements semantics in linguistic analysis.
CO1. Identify instances where sentence meaning differs from utterance meaning in real-life communication.
CO1. Analyze different types of presuppositions and their implications in discourse.
CO1. Apply the principles of cooperation and implicature to interpret implied meanings in conversations.
CO1. Distinguish between direct and indirect speech acts and provide examples of each in various contexts.

Unit	Course Content	Instruction Hours
I	**Foundations of Pragmatics** Pragmatics; Definition and scope of pragmatics Relationship between pragmatics and semantics Sentence meaning vs. Utterance meaning	15
II	**Pragmatics and Speech Interaction** Presupposition and Entailment and; types of Presupposition Cooperation and Implicature; the cooperative principle and conversational implicature Speech Acts Classification; Direct and indirect speech acts	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:

8. Archer, D., Aijmer, K., & Wichmann, A. (2012). *Pragmatics: An advanced resource book for students* (2nd ed.). Routledge.
9. Birner, B. J. (2012). *Pragmatics: A slim guide*. Wiley-Blackwell.

10. Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press.
11. Huang, Y. (2014). *Pragmatics*. Oxford University Press
12. Levinson, S. C. (1983). *Pragmatics*. Cambridge University Press.
13. Mey, J. L. (2001). *Pragmatics: An introduction* (2nd ed.). Blackwell Publishing.
14. Thomas, J. (1995). *Meaning in interaction: An introduction to pragmatics*. Longman.
15. Yule, G. (1996). *Pragmatics*. Oxford University Press.

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

Four Year Under Graduate Programme -   LINGUISTICS
Semester- III
DSE-II Elective/Optional

Course Title: **Language and Ethnicity**   Course Code: **BNLX302DET**

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 define and understand key terms related to language, ethnicity, and identity.
- To examine the relationship between language and ethnic identity.
- To analyze how language contributes to the construction of ethnic identity.
- To investigate linguistic features and their connection to specific ethnic groups.
- To explore linguistic variation in multiethnic settings.
- To assess the impact of dialect contact on ethnicity and language change.

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

CO1. Clearly define and differentiate between language, ethnicity, and identity.
CO2. Understand and explain how language and ethnic identity are interconnected.
CO3. Analyze and discuss how language plays a role in constructing ethnic identity.
CO4. Identify and describe specific linguistic features that are associated with particular ethnic groups.
CO5. Explore and compare linguistic variations that occur in diverse, multiethnic environments.
CO6. Assess the influence of dialect contact on ethnic identities and the resulting language changes.

Unit	Course Content	Instruction Hours
I	**Foundations of Language and Ethnicity** Definition of key terms: language, ethnicity, identity Relationship between language and ethnic identity Language and the construction of ethnic identity	15
II	**Linguistic Dynamics in Ethnic Contexts** 1. Linguistic features and ethnicity in specific groups 2. Linguistic variation in other multiethnic settings 3. Dialect contact, ethnicity, and language change	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:

16. Edwards, J. (2009). *Language and identity: An introduction*. Cambridge University Press.
17. Fishman, J. A. (Ed.). (2001). *The handbook of language and ethnic identity*. Oxford University Press.
18. Fought, C. (2006). *Language and ethnicity*. Cambridge University Press.
19. McCafferty, K. (2001). *Ethnicity and language change: English in (London) Derry, Northern Ireland*. John Benjamins Publishing Company.

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

Semester- III
Course Title: **Effective Writing**   Course Code: **BNLX301SET**

Scheme of Instruction	**Scheme of Examination**
Total Duration: 15 weeks, 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 2 students with advanced writing skills for academic and business contexts. Students will learn to produce clear, structured, and persuasive documents and adapt their writing for various audiences and purposes.

Course Outcomes:
By the end of the course, students will be able to: a) Write clear and structured research papers and essays, b) Develop and present business reports and proposals, c) Adapt writing style for different audiences and purposes, d) Craft professional correspondence, e) Create effective digital content, f) Demonstrate advanced editing and proofreading skills.

Unit	Course Content	Instruction Hours/ Credits
I	**Academic Writing** Understanding Research Writings	15

	Analysing and Reviewing Research Writings Preparing Research Reports and Proposals	
II	**Business Writing** Introduction to Professional Correspondence Writing Business Reports and Proposals Preparing Content for Digital Media	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 Internals -30 Marks

Recommended Readings:
1. Hacker, Diana. *A Writer's Reference*. 9th ed., Bedford/St. Martin's, 2022.
2. Baker, Paula. *Business Writing For Dummies*. 3rd ed., John Wiley & Sons, 2017

SEMESTER: IV

DSC 4 Core

Course Title: **Stylistics & Discourse Analysis**   Course Code: **BNLX401DCT**

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 Stylistics and Discourse Analysis.
• Acquire knowledge of the core subfields of Sociolinguistics and their interconnections.
• Understand the relationship between language and Literature.
• Understand the fundamentals of Discourse and purpose of Discourse Analysis.
• Understand the Stylistic Devices used in the Literature at various levels
• Know about stylistics as an area of applied linguistics.
• To equip themselves with various approaches employed in discourse analysis.
• Develop the ability to analyse literary text and discourse analysis from the viewpoint of linguistics.

Course Outcome:
After successfully completing the course students shall be able:
    CO1. To apply stylistics in Language and Discourse Analysis.

CO2. Become aware of various facets of Stylistics and Texts.
CO3. To Comprehend the various models of stylistics.
CO4. To grasp the various approaches to Discourse Analysis.
CO5. To appreciate the various formal organisation of Text and Discourse

Unit	Course Content	Instruction Hours
I	**Introduction to Stylistics** Language and Literature; Nature of Literature. Linguistics and Stylistics; Language in Literature. Formalist and Contextualist Stylistics. Linguistic Notion of 'Literary Style' Style as Choice; Style as Deviation.	15
II	**Literary Analysis of Text** Describing Literariness, Foregrounding and Deautomatization. Stylistic Devices: Phonological Stylistic Devices: Grammatical (Syntactic) Analysis of Literary Texts: Exercise	15
III	**Introduction to Discourse** Discourse – Definition and approaches Formal and functionalist paradigms Discourse: language above the sentence, Discourse: language use, Discourse: utterances Organization of Discourse – Cohesion and Coherence	15
IV	**Approaches to Discourse Analysis** Various approaches to Discourse Analysis: The Linguistic approach Conversational Analysis The Sociolinguistic approach Discourse Makers in Discourse Analysis	15

Examination and Evaluation Pattern:
- 10 Objective type questions
- 05 Short questions essay of 6 marks
- 03 Essay-type questions of 10 marks each
- Internals: 30 marks

Recommended Reading:

17. Bradford, R. (2013). *Stylistics*. Routledge.
18. Brown, G., & Yule, G. (1983). *Discourse analysis*. Cambridge university press.
19. Cook, G. (1989). *Discourse*. Oxford University Press.
20. Gibbons, A. (2018). *Contemporary stylistics: Language, cognition, interpretation*. Edinburgh University Press.
21. Johnstone, B., & Andrus, J. (2024). *Discourse analysis*. John Wiley & Sons.
22. Leech, G. N. (2014). *A linguistic guide to English poetry*. Routledge.
23. Leech, Geoffrey N., and Mick Short. *Style in fiction: A linguistic introduction to English fictional prose*. No. 13. Pearson Education, 2007.
24. Schiffrin, D. (1987). *Discourse markers* (No. 5). Cambridge University Press.
25. Schiffrin, D. (1994). *Approaches to discourse* (Vol. 8). Oxford: Blackwell.
26. Schiffrin, D., Tannen, D., & Hamilton, H. E. (Eds.). (2008). *The handbook of discourse analysis*. John Wiley & Sons.
27. Simpson, P. (2004). *Stylistics: A resource book for students*. Psychology Press.
28. Van Dijk, T. A. (2008). Discourse and context. *A sociocognitive approach. Cambridge*.
29. Wales, K. (2014). *A dictionary of stylistics*. Routledge.
30. Watson, G., & Zyngier, S. (Eds.). (2006). *Literature and stylistics for language learners: Theory and practice*. Springer.

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

Four Year Under Graduate Programme -   LINGUISTICS
Semester- IV
DSE-II Elective/Optional

Course Title: **Introduction to Historical Linguistics**   Course Code: **BNLX401DET**

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 understand the fundamental concepts and scope of historical linguistics.
- To identify and classify languages based on typological and genealogical criteria.
- To explore the characteristics and historical significance of the Indo-European family of languages.
- To analyze phonological changes, including phonetic and phonemic changes, addition and loss of phonemes, merger and split, metathesis, and compensatory lengthening.
- To examine different types of semantic change, including narrowing and extension, amelioration, and pejoration

Course Outcome: Upon completion of this course, students will be able to:
CO1. Define and explain the scope of historical linguistics.
CO2. Classify languages based on typological features.
CO3. Understand and explain the family tree model of language classification.
CO4. Identify the languages within the Indo-European family.

CO5.   Analyze phonetic and phonemic changes in languages.
CO6. Understand processes such as the addition and loss of phonemes, merger and split, metathesis, and compensatory lengthening.
CO7. Explain the different types of semantic change, including narrowing, extension, amelioration, and pejoration.
CO8. Provide examples of how words and meanings evolve over time in various languages.

Unit	Course Content	Instruction Hours
I	**Foundations of Historical Linguistics** Historical Linguistics: Definition and Scope Classification of Languages: Genealogical and Typological. Indo-European Family of Languages.	15
II	**Key Aspects of Historical Linguistics** Sound change: types of sound change; regular vs sporadic Phonological Change; Phonetic and Phonemic Change, Addition and Loss of Phonemes, Merger and Split, Metathesis, Compensator Lengthening. Semantic Change and its types- Narrowing and Extension; Amelioration and Pejoration.	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:

20. Campbell, L. (2013). *Historical linguistics: An introduction* (3rd ed.). MIT Press
21. Comrie, B. (1989). *Language universals and linguistic typology: Syntax and morphology* (2nd ed.). University of Chicago Press.
22. Croft, W. (2003). *Typology and universals* (2nd ed.). Cambridge University Press.
23. Crystal, D. (2003). *The Cambridge encyclopedia of language* (2nd ed.). Cambridge University Press.
24. Hock, H. H., & Joseph, B. D. (2009). *Language history, language change, and language relationship: An introduction to historical and comparative linguistics*. Mouton de Gruyter.
25. Trask, R. L. (1996). *Historical linguistics*. Arnold.

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

Four Year Under Graduate Programme -   LINGUISTICS
Semester- IV
DSE-II Elective/Optional

Course Title: **Language of Advertisement**   Course Code: **BNLX402DET**

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 understand the nature and characteristics of advertising language.
- To analyze rhetorical strategies in advertising, focusing on persuasion techniques such as ethos, pathos, and logos.
- To explore the use of metaphors, slogans, and taglines in advertising.
- To identify and differentiate types of intertextuality in advertisements.
- To examine the phonological, morphological, syntactical, and semantic features of advertising language.
- To investigate the relationship between image and text, and the use of color, typography, and design in visual and multimodal advertising.

Course Outcome: completion of this course, students will be able to:
CO1. Demonstrate knowledge of the distinct nature and characteristics of advertising language.
CO1. Critically evaluate rhetorical strategies and persuasion techniques in various advertisements.
CO1. Apply knowledge of metaphors, slogans, and taglines to the analysis of advertising texts.
CO1. Recognize and categorize different types of intertextuality used in advertisements.
CO1. Analyze the linguistic features of advertisements at the phonological, morphological, syntactical, and semantic levels.
CO1. Assess the effectiveness of visual and multimodal elements, including image-text relationships, color, typography, and design, in advertisements.

Unit	Course Content	Instruction Hours
I	**Foundations of Language of Advertisement** Language of advertising: Nature and Characteristics Rhetorical Strategies in Advertising: Persuasion techniques: ethos, pathos, and logos. Rhetorical Strategies in Advertising: Use of metaphors, slogans, and taglines	15
II	**Strategies and Techniques in Advertising** 4. Intertextuality: Types of Intertextuality in Advertisement. 5. Linguistic features of advertising: Phonological, Morphological, Syntactical and Semantic. 6. Visual and Multi Modal of Advertising: Image, Text relationship, Colour, Typography and Design	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. Ahmad, Z. (2018). Language Use in Advertising: Creativity and Its Dimensions. *Language in India*, *18*(2).
2. Fatihi, A. R. (2022). *Media Linguistics in South Asia: Language, Culture and Communication*. Routledge India.
3. Fatihi, A. R (2014). *Language of advertisement*. New Delhi: Lakshi Publisher & Distributer.
4. Lindstrom, M. (2011). *Brandwashed: Tricks Companies Use to Manipulate Our Minds and Persuade Us to Buy*. Crown Business.

5. Leech, G. N. (1966). *English in advertising: A linguistic study of advertising in Great Britain.* longmans, green and co ltd.
6. Sutherland, M. (2008). *Advertising and the Mind of the Consumer: What Works, What Doesn't, and Why*. Allen & Unwin.

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

Programme: UG Diploma (Level 2)
Semester- IV

Course Code: **BNLX401SET**   Course Title: **Fundamentals of Applied Linguistics**

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: This course aims
- to provide postgraduate students with a comprehensive understanding of the fundamental concepts and scope of Applied Linguistics.
- It will explore how linguistic theories and research are applied to address real-world challenges in areas such as language education, translation, language policy, and intercultural communication.
- Additionally, the course will foster critical thinking about language-related issues in society, including language acquisition, multilingualism, and the impact of technology on language use.
- By the end of the course, students will be equipped to analyse and propose solutions to practical language problems across diverse professional and social contexts.

Unit 1
Introduction to Applied Linguistics

1. Definition and Scope of Applied Linguistics
2. Relevance of Applied Linguistics: Relationship with Theoretical Linguistics
3. Key Domains: Language Education, Translation, Language Policy, Language Acquisition
4. Applications in Language Education: Teaching Approaches, Curriculum Design, Assessment, Technology Integration

Unit 2
Applied Linguistics in Real-World Contexts

1. Language & Society: Gender, Caste, Class
2. Bilingualism, Multilingualism, Dialects, Varieties, Code-Switching & Code Mixing
3. First Language Acquisition Theories; Second Language Acquisition: Critical Period Hypothesis, Input Hypothesis; Language Processing in the Brain
4. Computational Linguistics & NLP, AI & Machine Learning in Translation, Social Media, Language, & Digital Communication

Suggested Readings

Cook, G. (2003). *Applied linguistics*. Oxford University Press.
Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.
Ortega, L. (2009). *Understanding second language acquisition*. Routledge.
Spolsky, B. (2004). *Language policy*. Cambridge University Press.
Meyerhoff, M. (2018). *Introducing sociolinguistics* (3rd ed.). Routledge.
Davies, A., & Elder, C. (Eds.). (2004). *The handbook of applied linguistics*. Wiley-Blackwell.
Simpson, J. (Ed.). (2011). *The Routledge handbook of applied linguistics*. Taylor & Francis.
Oakey, D., & Hunston, S. (2010). Introducing applied linguistics: concepts and skills. Routledge

SEMESTER: IV
GE 4

Course Title: **Language and Gender**   Course Code: **BNLX401GET**

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

Course Objective:
- To instill an understanding of the key concepts and theories related to language and gender
- This course enables students to explore the intricate relationship between language and gender,
- To understand how language constructs, reflects, and perpetuates gender identities and inequalities.
- Through various theoretical perspectives and empirical studies, students will analyze gendered language use in different contexts, including media, politics, education, and everyday conversation.

Course Outcome:
After successfully completing the course students shall be able:
   CO1. To understand the relationship between language and gender.
   CO2. To analyze how language shapes and is shaped by gender identities and social norms.
CO3. To examine the role of language in constructing and challenging gender inequalities.
CO4. To develop critical thinking skills through the analysis of gendered language in various contexts

Unit	Course Content	Instruction Hours
I	**Language, Gender and Power** Key concepts: gender, sex, language Introduction to models of language and gender: deficit, dominance and difference Gender, Language and Power Language and Gender in Everyday Interaction	15
II	**Gender and Language in the Media** Gendered communication in social media Online discourse and identity Media representation of gender Gendered language in advertising	15

Examination and Evaluation Pattern:
- 05 Objective type questions
- 05 Short questions essay of 6 marks
- 01 Essay-type questions of 10 marks each
- Internals: 15 marks

Recommended Reading:

1. Cameron, D. (2003). *Gender and Language: Advanced Introductions*. Cambridge University Press.
2. Eckert, P., & McConnell-Ginet, S. (2013). *Language and Gender*. Cambridge University Press.
3. Coates, J. (2015). *Women, Men and Language: A Sociolinguistic Account of Gender Differences in Language*. Routledge.
4. Holmes, J., & Meyerhoff, M. (Eds.). (2008). *The handbook of language and gender*. John Wiley & Sons.
5. Sunderland, J. (2006). *Language and gender: An advanced resource book*. Routledge.
6. Stokoe, E. H. (2005). Analyzing gender and language. *Journal of Sociolinguistics*, *9*(1), 118-133.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	✓	✓					✓		

CO2	✓	✓					✓		
CO3	✓	✓							
CO4	✓								✓
CO5	✓		✓			✓			