

University of Lucknow
Master of Linguistics Programme
Regulations 2020

1. **Applicability**

These regulations shall apply to the Masters in Linguistics programme from the session 2020-21.

2. **Minimum Eligibility for admission**

A three/four-year Bachelor's degree or equivalent in all streams of language, literature and social sciences awarded by a University or Institute established as per law and recognised as equivalent by this University with minimum ... percentage marks or equivalent grade, shall constitute the minimum requirement for admission to the Master in Linguistics programme.
(any other additional requirement may also be specified)

3. **Programme Objectives**

The PG programme in Linguistics aims at **skill enhancement** of enrolled students in the field of languages and their analysis, so that their **employability** in various linguistic and language-analysis related positions around the country is enhanced. The PG programme is designed to work for the **holistic development** of each student, concentrating on developing their **depth of knowledge, problem sensitivity** and solving skills. The programme teaches the students to think in multiple directions with its **interdisciplinary understanding and engagement** with subjects like sociology, psychology, anthropology, history, etc. while creating a **robust foundation of knowledge in core areas of Linguistics and paving the way for excellence in its specific areas and** also some of the significant applied areas of Linguistics. The PG course in Linguistics **equips** the students with the **aptitude** to undertake research in **all recent and emerging trends** of Linguistics and also trains them in the skills required to take up teaching in Linguistics as a profession.

4. **Programme Outcomes**

After the course is over, students of MA Linguistics will:

- Have an overview of linguistic knowledge, be able to identify, analyse and document specific linguistic characteristics of a chosen language and be able to delve into expert level research and scientific study of a linguistic field of their choice.
- Have a high level of employability in areas of linguistic research, linguistic training and linguistic study.
- Have knowledge and understanding of modern and contemporary fields of application of their newly acquired degree

5. **Specific Programme Outcomes**

Students of MA Linguistics will:

- Have extensive knowledge of the four branches of linguistics, i.e. Phonetics, Morphology, Syntax and Semantics
- Have basic communication skills and academic writing skills
- Have published at least one masters thesis on a topic of their choice
- Have worked in the field with a language of their choice
- Have finished an internship in a related industry

6. Course Structure

The course structure of the Master in Linguistics programme shall be as under:

Course No.	Name of the Course	Credit	Course Type
	Semester I		
LIN-CC-101	General Linguistics: An Introduction	04	Core Course
LIN-CC-102	Phonetics	04	Core Course
LIN-CC-103	Morphology	04	Core Course
LIN-CC-104	Comparative and Historical Linguistics with special reference to the Indo-Aryan language Family	04	Core Course
LIN-CC-105	Sociolinguistics	04	Core Course
LIN-VC-101	Basic Communication Skills	04	Value added course (Credited)
	Semester Total	24	
	Semester II		
LIN-CC- 201	Aspects of Phonology	04	Core Course
LIN-CC- 202	Syntax	04	Core Course
LIN-CC- 203	Semantics	04	Core Course
LIN-CC- 204	Dialectology and Field Methods	04	Core Course
LIN-CC-205	Descriptive and Grammatical Analysis of Hindi	04	Core Course
LIN- CC-206	Lexicography	04	Core Course
LIN-VNC-201	Academic Writing	00	Value added course (Non-Credit)
	Semester Total	24	
	Semester III		
LIN- CC- 301	Language Documentation	04	Core Course/ MOOC
LIN-CC-302	Neurolinguistics	04	Core Course/ Elective
LIN- EL-301A LIN-EL-301B	- Translation Theory and Practice - Advanced Syntax	04	Elective
LIN- EL-302A LIN-EL-302B	- Grammar and Grammatical Theories - Typology	04	Elective
LIN-IN-301	Internship	04	Internship
LIN-IER-301	Elements of Linguistics-I	04	Inter-departmental Course

	Semester Total	24	
	Semester IV		
LIN-CC-401	Research Methodology	04	Core Course
LIN- EL -401A	Language Teaching: Theory and application	04	Elective
LIN-EL-402 A LIN-EL-402B	- Linguistic Study of Stylistics - Computational Linguistics	04	Elective
LIN-MT-401	Dissertation	08	Master Thesis
LIN-IRA-401	Basic Linguistic Tools	04	Intra-departmental Course
	Semester Total	24	
	GRAND TOTAL	96	

S – Subject; SCC – Core Course; SVC – Value added course (Credited);

SVNC - Value added course (Non-Credited); SEL –Elective;

SIER – Interdepartmental Course; SIRA – Intradepartmental Course

(kindly give any further list/details of the courses if needed)

7. Course Outlines

Title of Course	General Linguistics: An Introduction
Core Course	Linguistics
Course Code	LIN-CC-101
Level	1 st Semester
Course Objectives	To provide a general introduction to different aspects of language and linguistics
Course Outcomes	By the end of the course, the student will have an introductory understanding of the basic tenets of linguistics, its various branches of study, the scope of research in the subject and available scholarships and kind of job opportunities around the world.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Communication and its means - Types of Communication, human and non human communication - Design features of human language
Unit 2	<ul style="list-style-type: none"> - Linguistics – definition and aim - Branches of Linguistics - Methods of Linguistics
Unit 3	<ul style="list-style-type: none"> - Major Dichotomies: Saussure - Langue and Parole; Syntagmatic and Paradigmatic relations; Synchronic and Diachronic approaches; - Chomsky - Competence and Performance, Deep and Surface Structure
Unit 4	<ul style="list-style-type: none"> - Relation of Linguistics with other disciplines - Language and Culture - Language and Brain - Language and thought - Language and Society
Unit 5	<ul style="list-style-type: none"> - Language and Script - Writing systems-Historical development of writing

Recommended Books-Bloomfield, Leonard. *An introduction to the study of language*. H. Holt, 1914.

Hockett, Charles F. *A course in modern linguistics*. New York: Macmillan Company (1958).

Hall, Robert Anderson. *Introductory linguistics*. Chilton Books, 1964.

Gleason, H. A. "An Introduction to Descriptive Linguistics." *New York: Holt* (1958).

कवितारस्तोगी	- भाषाविज्ञान का परिचय
हरीश शर्मा	- भाषा विज्ञान की रूपरेखा
वैशना नारंग	- सामान्य भाषा विज्ञान
महावीर सरन जैन	- भाषा एवं भाषाविज्ञान
कृपाशंकर एवं चतुर्भुज सहाय	- आधुनिक भाषाविज्ञान
देवेन्द्र नाथ शर्मा	- भाषाविज्ञान की भूमिका

Title of the course	Phonetics
Core Course	Linguistics
Course Code	LIN-CC-102
Level	1 st Semester
Course Objectives	To develop understanding of speech production, descriptions of speech sounds, properties of sounds and an ability for transcription of speech sounds employing IPA
Course Outcomes	By the end of the course, the student will have an in depth idea of human speech—its production and classification. When given a speech sample to analyse, the student will be able to identify sounds, appreciate physical properties of sound waves using linguistic tools, and transcribe sounds using IPA.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Speech analysis using PRAAT, Wavesurfer - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Physiological basis of speech production: organs of speech, respiratory system and laryngeal system; states of glottis and Phonation types. - Air Stream Mechanisms – Pulmonic, Velaric, and Glottalic.
Unit 2	<ul style="list-style-type: none"> - Classification of speech sounds – Consonants: Place of articulation, Degrees of Stricture: Manners of articulation; and three term labels. Vowels: Articulation of vowels, Tongue placement and lip rounding - Cardinal vowels, Diphthongs, Semi-vowels. - Complex Articulations: Double articulation and secondary articulation.
Unit 3	<ul style="list-style-type: none"> - Syllable as a speech unit, its structure and significance; - Voice Onset Timing(VOT) and Aspiration - Suprasegmental features – Stress, length, pitch, tone, Intonation, Voice quality, and rhythm.
Unit 4	<ul style="list-style-type: none"> - Acoustic characteristics of Sound waves: Transmission, frequency, Pitch, amplitude, resonances. - Instrumental phonetics: Palatography, X-rays, Spectrography.
Unit 5	<ul style="list-style-type: none"> - Speech reception: Auditory Phonetics. - IPA symbols and Phonetic transcription: Broad and Narrow transcription.

Recommended Books-

- Abercrombie, D. 1968, Elements of General Phonetics. Edinburgh: Edinburgh University Press.
- Ashby, M. and J.Maidment. 2005. Introducing Phonetic Science. Cambridge: Cambridge University Press.
- Ladefoged, P. 2001. A course in Phonetics. Boston, MA.:Heinle and Heinle.
- Laver, John. 1994. Principles of Phonetics. Cambridge: Cambridge University Press.

हरीश शर्मा	-	ध्वनिविज्ञान
चतुर्भुज सहाय	-	स्वनविज्ञान
गोलोक बिहारी धल	-	ध्वनिविज्ञान
रमेश चन्द्र मेहरोत्रा	-	हिंदी ध्वनिकी और ध्वनिमी

Title of Course	Morphology
Core Course	Linguistics
Course Code	LIN-CC-103
Level	1 st Semester
Course Objectives	To develop an understanding of the various word formation processes and their analyses, while learning the skills to analyse them in any language.
Course Outcomes	By the end of the course the student will have an understanding of the minimal meaningful unit of a language, the tools and rules to identify such units in a language and analyse the same. The student will be able to create a rudimentary grammar of a given language using the skills acquired during the course.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Morphological analysis using data sets from different languages - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Morphology: Morph, Morpheme and allomorph. - Morphemic variants and their conditioning - Criteria for the identification of morphemes
Unit 2	<ul style="list-style-type: none"> - Types of Morphemes - Roots, affixes, stem and base, stem extender - Clitics and their types - Morphological processes
Unit 3	<ul style="list-style-type: none"> - Word and its types - Word and lexeme - Word Classes - Processes of word formation: Derivation, Inflection, Compounding, Reduplication, Conversion: productivity and blocking
Unit 4	<ul style="list-style-type: none"> - Interaction of lexicon, morphology and syntax; - Morphological Typology; - Idioms and Compounds; - Grammatical categories
Unit 5	<ul style="list-style-type: none"> - Morphological analysis

Recommended Books-

Anderson, Stephen R., and Stephen R. Anderson. *A-morphous morphology*. Vol. 62. Cambridge University Press, 1992.

Aronoff, Mark. "Word formation in generative grammar." *Linguistic Inquiry Monographs Cambridge, Mass* 1 (1976): 1-134.

Spencer, Andrew. *Morphological theory: An introduction to word structure in generative grammar*. Wiley-Blackwell, 1991.

Katamba, Francis. *Morphology*. New York: Macmillan International (1993).

Rastogi, K. -समसामयिक भाषाविज्ञान

भोला नाथ तिवारी -भाषाविज्ञान

Title of Course	Comparative and Historical Linguistics with special reference to the Indo-Aryan language Family
Core Course	Linguistics
Course Code	LIN-CC-104
Level	1 st Semester
Year	1 st Year
Course Objectives	To understand the different ways in which languages change, and also the extension of the same in the context of Indo-Aryan languages.
Course Outcomes	By the end of the course the student will have an understanding of the different ways in which over the course of time and space, languages change. They will be able to chronologically map the evolution of one language from another using the rules and skills acquired during the course. They will have a wider understanding of the language families of the world and a better one of the language families in South Asia, specially, the Indo Aryan Language family.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Practical analyses of data sets from languages dating from different eras and geographical spaces - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Concept of Comparative Philology - Comparative Linguistics - Historical and Comparative Methods
Unit 2	<ul style="list-style-type: none"> - Methods of Reconstruction - Internal and External - Exercises
Unit 3	<ul style="list-style-type: none"> - Change in Language – Phonetic, Morphological, Syntactic and Semantic
Unit 4	<ul style="list-style-type: none"> - Phonetic Laws & Neo-Grammarian Theory
Unit 5	<ul style="list-style-type: none"> - Language Families - Proto Indo-European and Indo-European Languages, - Indo-Aryan language family– Old, Middle and New

Recommended Books-

Hock, Hans Henrich. *Principles of historical linguistics*. Walter de Gruyter, 2009.

Hudson-Williams, Thomas. *A short introduction to the study of comparative grammar (Indo-European)*. University of Wales Press, 1951.

Ghatage, Amrit Madhav. *Historical linguistics and Indo-Aryan languages*. University of Bombay, 1962.

Lehman, W.P. & Y." Malkiel. *HistoricalLinguistics*. Amsterdam: John (1968).

Bynon, Theodora. *Historical linguistics*. Cambridge University Press, 1977.

सरयू प्रसाद अग्रवाल - प्राकृत विमर्श

Title of Course	Sociolinguistics
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Core Course	Linguistics
Course Code	LIN-CC-105
Level	1 st Semester
Course Objectives	To develop an understanding of the ways language and society interact with one another, and the resulting changes in both.
Course Outcomes	By the end of the course the student will have an understanding of the different ways in which languages in a society and the society itself, interact, how both bring about changes in the other due to their inherent characteristics and how different features of each can be understood better by studying the other. They will examine this relationship through the lenses of class, gender, caste, and other similar classifications of a society and examine how languages change in each.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Sociolinguistics – Nature and Scope, Micro and Macro. - Sociolinguistics and related disciplines - Concept of Communicative competence
Unit 2	<ul style="list-style-type: none"> - Social and Cultural variation - Style and Registers - Social Stratification - Sociolinguistic variables - Language repertoire
Unit 3	<ul style="list-style-type: none"> - Language Contact - Bilingualism and Multilingualism
Unit 4	<ul style="list-style-type: none"> - Patterns of language use in a Multilingual Society - Diglossia, - Issues of Language maintenance and shift - Borrowing and Interference - Code Mixing and Code Switching - Pidgins and Creoles
Unit 5	<ul style="list-style-type: none"> - Language planning—types, processes - Standardization & Modernization

Recommended books/readings-

- Fishman, Joshua A. "The sociology of language." *Sociolinguistics*. Palgrave, London, 1997. 25-30.
- Giglioli, Pier Paolo, ed. *Language and social context: selected readings*. Penguin Books, 1972.
- Gumperz, J.J. and D. Hymes. *Directions in Sociolinguistics; the Ethnography of Communication*. Holt, Rinehart and Winston, 1972.
- Labov, William. *Sociolinguistic patterns*. No. 4. University of Pennsylvania Press, 1972.
- Nida, Eugene A. "Language in Culture and Society." (1964): 964.

रवीन्द्र नाथ श्रीवास्तव एवं

रमानाथ सहाय - हिंदी का सामाजिक सन्दर्भ

Title of Course	Basic Communication Skills
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Core Course	Linguistics
Course Code	LIN-VC-101
Level	1 st Semester
Course Objectives	
Course Outcomes	
Pedagogy	<ul style="list-style-type: none"> - Extensive TPR exercises - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Introducing self, greetings, addressing others - Introduction to basic sentence structure, commands and postpositional - Pronunciation of English phonemes - Description of simple situations, e.g. my room, my family - TPR exercises – introduction to question words, demonstrative pronouns, the present of verb 'to be'
Unit 2	<ul style="list-style-type: none"> - Describing locations, e.g. where I am from, where I live - Personal pronouns and 'to be' - Nouns and Adjectives - Talk more about self, e.g. description of scenery through my window, my pet, my hobby, etc. - TPR – practicing production of simple sentences, commands and questions - Possessives - Interrogative words - Agreement of Adjectives - Imperative forms
Unit 3	<ul style="list-style-type: none"> - Reading simple poems - Pre-positions - Nouns with pre-positions - Describing festivals, e.g. DIWALI; FOOD; - LIKES and DISLIKES - Making a Sandwich– recycling of commands and postpositional phrases - Noun's/Pronouns with postpositions - Past of verb 'to be' - Comparison of adjectives
Unit 4	<ul style="list-style-type: none"> - Describing MY FAMILY - Imperative/Family poem/Complete the poem - Listening comprehension projects - More imperatives - Description of MY DAYLY ROUTINE, TELLING TIME - Habitual Present forms - Subject-Verb agreement - Possessive case
Unit 5	<ul style="list-style-type: none"> - Reading simple stories and recounting its events - Look at pictures and tell a story - Ordinals - Conjunct verbs - Describing SEASONS; WEATHER - The Progressive Aspect – Present and Past Tense

	<ul style="list-style-type: none">- Describing intent, plans of a trip, making lists- Future tense- Describing an event, planning my birthday party, list of invitees, cooking- The Perfect tense- Story telling – based on listening and reading –
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Title of Course	Aspects of Phonology
Core Course	Linguistics
Course Code	LIN-CC- 201
Level	2 nd Semester
Course Objectives	To develop understanding of the different aspects of the sound system in languages and the theoretical approaches to them.
Course Outcomes	By the end of the course, the student will have a deeper understanding of phonological rules of languages. They will be able to look at a given language sample and analyse it to identify the underlying phonological rules, phonological conditioning factors, etc. They will know what different distinctive features are and be able to identify them.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Practical phonological analysis using sound samples - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Phonemic analysis: Phone, Phoneme and allophone - Major distributions of sounds - Commutation tests and Psychological reality.
Unit 2	<ul style="list-style-type: none"> - Distinctive features: Major class, Place, Manner, Laryngeal and Prosodic features - Natural Classes - Neutralization - Principles governing choice of underlying representations.
Unit 3	<ul style="list-style-type: none"> - Phonological alternations: Alternation types and conditioning factors - Formal rules and notational conventions - Major phonological operations and rules.
Unit 4	<ul style="list-style-type: none"> - Phonological structure: Motivating Segment internal structure: feature geometry and underspecification - Segment external structure: autosegmental phonology - Suprasegmental structure
Unit 5	<ul style="list-style-type: none"> - Derivational Analysis and Rule ordering: intrinsic and extrinsic - Evaluation metrics; limits on abstractness - Constraints on phonological component - Lexical phonology - Optimality Theory.

Recommended Books—

Clark, John and Colin Yallop. 1995. *Introduction to phonetics and Phonology*. Oxford: Blackwell.

Davenport, Mike and S.J. Hannahs. 1998. *Introducing Phonetics and Phonology, 2nd Ed.* London: Hodder Arnold.

Jenson, John T. 2004. *Principles of Generative Phonology: An introduction*. Amsterdam: John Benjamins Publishing Company.

Katamba, F. 1989. *An Introduction to Phonology*. London: Longman.

Odden, David. 2005. *Introducing Phonology*. New Delhi: Cambridge University Press India.

Title of Course	Syntax
Core Course	Linguistics
Course Code	LIN-CC- 202
Level	2 nd Semester
Course Objectives	To develop understanding of the fundamental aspects of the generative theory of sentence grammar and impart training in the analysis of sentences
Course Outcomes	By the end of this course, students will gain technical mastery over the tools of linguistic analysis in syntax, gain understanding of syntactic theory as it applies in these areas, learn how to investigate syntactic data and analyze it
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Practical syntactic analysis using samples from different languages - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Knowledge of Language: Poverty of stimulus, Plato's Problem and Generative - Grammar; Competence and Performance; Levels of Adequacy: Observational, - Descriptive and Explanatory; Acceptance and Grammaticality; Syntactic - Constituents, Constituent structure analysis and constituency tests.
Unit 2	<ul style="list-style-type: none"> - Phrase structure rules, grammar and its inadequacies. - Transformational grammar – transformational rules: movement, deletion and insertion - Advantages of TG.
Unit 3	<ul style="list-style-type: none"> - Principles and Parameters Theory. Lexicon: Theta theory: Projection Principle and Theta criterion - X-bar theory of Phrase structure
Unit 4	<ul style="list-style-type: none"> - Case Theory: structural and inherent case, case filter - Government Binding theory: Binding principles and nominals
Unit 5	<ul style="list-style-type: none"> - Control Theory- PRO and PRO Theorem. - Bounding theory: Movements-wh and NP. - Constraints on Movement: Subjacency Condition and ECP

Recommended Books—

Carnie, A. 2006. Syntax: A generative introduction (2nd Ed.). Oxford: Blackwell

Haegeman, L. 1991. Introduction to Government and Binding Theory. Oxford: Basil Blackwell.

Ouhala, J. 1999. Introducing Transformational Grammar: from Principles and Parameters to Minimalism.
London: Edward Arnold (Publishers) Ltd.

Cook, V.J. and Newson, M. 2007. Chomsky's Universal Grammar. Oxford: Blackwell.

Verma, S. and Krishnaswamy. : Modern Linguistics. OUP.

Title of Course	Semantics
Core Course	Linguistics
Course Code	LIN-CC- 203
Level	2 nd Semester
Course Objectives	To develop an understanding of the way meanings of linguistic expressions could be computed and their interrelations.
Course Outcomes	By the end of this course, the student will be able to appreciate what are the meaning relations in language, how meanings are computed, meaning properties, social and contextual meanings, speech acts and cognitive aspects of meaning.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Semantics: Meaning of meaning, communication and meaning - Semiotic triangle - Lexeme: sense/reference/ denotation/ connotation - Compositionality of meaning - Levels of meanings - Different approaches to the study of meaning.
Unit 2	<ul style="list-style-type: none"> - The role of context in meaning: External context: sense/reference, prototypes, linguistic relativity. - Dictionary/encyclopedic meaning - Deixis - Interpersonal contexts: speech act theory and conversational implicature
Unit 3	<ul style="list-style-type: none"> - Lexical relations: Antonymy, meronymy, hyponymy and taxonomy, synonymy Polysemy, and homonymy - Componential analysis
Unit 4	<ul style="list-style-type: none"> - Logic: Significance of logic - Propositional Logic: propositional relations, entailment and presupposition, approaches to presuppositions, presupposition triggers and failures. - Contradiction and Tautology - Predicate Logic: Truth, models and extensions. - Meaning postulates
Unit 5	<ul style="list-style-type: none"> - Language and conceptualization: Cognitive approach to Semantics - Idealized Cognitive Models - Embodiment and Image schemas - Metaphor and Metonymy - Radial categories in word meaning.

Recommended Books—

Austin, J.L. 1976. *How to do things with words*. Oxford: OUP.

Lyons, J. 1995. *Linguistics Semantics: An Introduction*. Cambridge: CUP

Reimer, Nick. 2010. *Introducing Semantics*. Cambridge: Cambridge University Press.

Napoli, Donna J. 1996. *Linguistics*. Oxford: Oxford University Press.

Title of Course	Dialectology and Field Methods
Core Course	Linguistics
Course Code	LIN-CC- 204
Level	2 nd Semester
Course Objectives	To develop an understanding of motivations behind dialectal variations of a language, and to learn how to study these variations on field using different methods
Course Outcomes	By the end of the course, the student will be able to identify different characteristics that differentiate one variation of a language from another. S/he will be able to use different methods used in field work (elicitation, documentation, archiving) to study such a variation and record his/her findings.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Concept of Dialectology, Nature and Scope. - History and development of Dialectology - Differences among Dialect, Sub-Dialect, Idiolect and Language.
Unit 2	<ul style="list-style-type: none"> - Types of Dialect – Regional or Geographical and Social. - Areal Linguistics, Dialect Geography , Linguistic Geography - Geo-linguistics
Unit 3	<ul style="list-style-type: none"> - Language Endangerment, Documentation Description - Difference between Documentation and Description
Unit 4	<ul style="list-style-type: none"> - Field methods and techniques—selection of informant, methodology, preparation of questionnaire - Data elicitation, Data-collection(word list, semantic fields etc) - Data management (glossing, interlinear) - Creation of meta data
Unit 5	<ul style="list-style-type: none"> - Linguistic Atlas – Definition, History, Techniques of making Linguistic-Atlas - Types of Atlas - Isogloss – Types and importance - Linguistic Mapping

Recommended Books/Readings—

Chambers, Jack K., and Peter Trudgill. *Dialectology*. Cambridge University Press, 1998.

Nida, Eugene. "Field techniques in descriptive linguistics." *International journal of American linguistics* 13.3 (1947): 138-146.

Grierson, George Abraham, (ed). *Linguistic survey of India*. Vol. 4. Office of the superintendent of government printing, India, 1906.

Abbi, Anvita. *A manual of linguistic field work and structures of Indian languages*. LINCOM handbooks in linguistics." (2001).

Grinevald, Colette, and Peter K. Austin. "Language documentation and description." (2003): 52., SOAS, London

Title of Course	Descriptive and Grammatical Analysis of Hindi
Core Course	Linguistics
Course Code	LIN-CC-205
Level	2 nd Semester
Course Objectives	Understanding the grammatical aspects of Hindi
Course Outcomes	By the end of the course, the student will have a linguistic understanding of the Hindi language. They will be able to analyse the language on the levels of sound, word formation processes, the politics associated with it, the variations developed due to language contact, etc.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Historical perspective of Hindi - Hindi as official Language - Functional Hindi - Different varieties of Hindi: Kolkattia Hindi, Mumbaiiyya Hindi, Dakkhini Hindi, Hindi of North-eastern region, Andamani Hindi
Unit 2	<ul style="list-style-type: none"> - Hindi and its major variations, their characteristics and relationship - India as a linguistic area - Relation of Hindi with other languages - Standardization of Hindi
Unit 3	<ul style="list-style-type: none"> - Hindi Morphology-word classes, grammatical categories and word formation processes - reduplication, echo formation etc.
Unit 4	<ul style="list-style-type: none"> - Hindi compounds and their types - Hindi Syntax – Phrase structures, Noun phrase, Verb phrase, Adjective phrase, Adverb phrase etc. - Hindi transformations
Unit 5	<ul style="list-style-type: none"> - Morphological and Syntactic analysis of Hindi

Recommended Books-

Kellogg, Samuel Henry. *A grammar of the Hindi language*. Рипол Классик, 1972.

Kachru, Yamuna. *An introduction to Hindi syntax*. (1966).

Kelkar, Ashok R. *Studies in Hindi-Urdu*. Vol. 35. Postgraduate and Research Institute, Deccan College, 1968.

- आचार्य किशोरीदास बाजपेई - हिंदी शब्दानुशासन
- मुरारीलाल उत्प्रेती - हिंदी में प्रत्यय विचार
- दीपचंद जैन - हिंदी एवं उसकी विविध बोलियाँ
- बी रा जगन्नाथ - प्रयोग और प्रयोग

Title of Course	Lexicography
Core Course	Linguistics
Course Code	LIN- CC-206
Level	2 nd Semester
Year	1 st
Course Objectives	To develop understanding of the structure of lexicon and lexical entries.
Course Outcomes	By the end of the course the student will have an understanding of the science of dictionary making, the different types of dictionaries and how to create a working online dictionary with the linguistic software FLEX
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Lexicography – Nature and scope - History of Lexicography - Western and Indian Lexicology and Lexicography
Unit 2	<ul style="list-style-type: none"> - Lexicon and Grammar - Lexical Units – Form and Function, - Sememe, Lexeme and words
Unit 3	<ul style="list-style-type: none"> - Types of Dictionaries – Monolingual, Bilingual, Multilingual; - Glossary, Thesaurus and Encyclopedias; - Technical, Definitional, Dialect, Pronouncing
Unit 4	<ul style="list-style-type: none"> - Dictionary making – Practical problems, Selection, arrangement and presentation of entries, labeling or description. - Sequencing arrangement of information with the entry
Unit 5	<ul style="list-style-type: none"> - Creation of a working dictionary of a selected language using FLEX

Recommended Books-

Landau, Sidney I. *Dictionaries: The art and craft of lexicography*. Macmillan Reference USA, 1984.
Hartmann, Reinhard Rudolf Karl, (ed.) *Lexicography: principles & practice*. Academic Press, 1983.
Singh, Ram Adhar. *An introduction to lexicography*. No. 26. Central Institute of Indian Languages, 1982.
Zgusta, Ladislav. *Manual of lexicography*. Vol. 39. Walter de Gruyter, 2010.

भोलानाथ तिवारी - कोशविज्ञान
राम आधार सिंह - कोशविज्ञान
राम चन्द्र वर्मा - कोश कला

Title of Course	Academic Writing
Core Course	Linguistics
Course Code	LIN-VNC-201
Level	2 nd Semester
Year	1 st
Course Objectives	To develop the skills needed to read, fully understand, and eventually write a research article/dissertation.
Course Outcomes	By the end of this class students will be able to use syntactic clues to interpret the meaning of complex sentences or new vocabulary, find information by using reference tools, including online resources, monitor comprehension and adjust reading strategy as measured by unit reading, responses, reading tests, and quizzes., understand writing process and method as measured by written essays, reading responses, and research paper.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Introduction to Scientific Writing, Purpose, Common Types, General Features, Types of Scientific Documents - Difficulties and Constraints - Understand Titles and Plan the Writing Process - Writing Structure
Unit 2	<ul style="list-style-type: none"> - Finding suitable Sources - Developing Critical Approaches - Avoiding Plagiarism - Finding relevant information - Note making
Unit 3	<ul style="list-style-type: none"> - Purpose and content of summary - Stages of summarising - Effective paraphrasing - Paraphrasing techniques - Purpose of references and citation - Main reference system - Use of quotations - Organising the references
Unit 4	<ul style="list-style-type: none"> - Paragraph structure -Development of ideas - Introducing paragraphs - Linking paragraphs - Contents and Structure of Introductions, Discussion and Conclusions - Structure, Vocabulary and Examples for Methodology and Results
Unit 5	<ul style="list-style-type: none"> - Structure, Purpose, Qualities of an Abstract - Purpose and Qualities of Titles - Argument and Discussion - Cause and Effect - Cohesion Comparisons - Types of visual presentation - Functions and Principles of Visuals - Making the right choice

Recommended Books—

Swales, John M., and Christine B. Feak. *Academic writing for graduate students*. Ann Arbor, MI: University of Michigan Press, 1994.

Zemach, Dorothy. Rumisek, Liza. *Academic Writing from Paragraph to Essay*. Macmillan Publishers Limited: iv-ix. 2005

Title of Course	Language Documentation
Core Course	Linguistics
Course Code	LIN- CC- 301
Level	3 rd Semester
Year	2 nd
Course Objectives	To understand the various aspects involved in documenting languages, specially lesser known and endangered languages.
Course Outcomes	Students will learn about language documentation as an interdisciplinary field of linguistic inquiry and practice, which deals primarily with endangered languages. This includes various aspects of fieldwork, such as the expectations of the documentalist and those of potential communities whose languages are documented, and the ethics and practicalities involved.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	- Language Endangerment, its levels, consequences on linguistic and cultural diversity, Ethnography
Unit 2	- Language documentation, Language description, difference between both, Ethics: ethical issues involved in working with human subjects
Unit 3	- Tools for recording, Documenting lexical knowledge, using elicitation tools
Unit 4	- Different forms of transcription, Establishing lexical and textual data(FLEX)
Unit 5	- Integrating video and audio(ELAN), Creating Meta data(IMDI)

Recommended Books-

Chamber, J.K. and Peter Trudgill. *Dialectology*. Cambridge University Press.

Nida, Eugene. "Field techniques in descriptive linguistics." *International journal of American linguistics* 13.3 (1947): 138-146.

Samarin, W. J. *Field linguistics: A guide to fieldwork*. New York. Holt, Reinhart and Winston (1967).

Grierson, George Abraham, (ed). *Linguistic survey of India*. Vol. 4. Office of the superintendent of government printing, India, 1906.

Abbi, Anvita. *A manual of linguistic field work and structures of Indian languages*. LINCOM handbooks in linguistics." (2001).

Grinevald, Colette, and Peter K. Austin. "Language documentation and description." (2003): 52., SOAS, London

कैलाश चन्द भाटिया - भाषा भूगोल

हीरालाल शुक्ल शब्द भूगोल

Title of Course	Neurolinguistics
Core Course	Linguistics
Course Code	LIN-CC-302
Level	3 rd Semester
Year	2 nd
Course Objectives	To develop an understanding of the brain's role in comprehension, production and processing of language.
Course Outcomes	By the end of the course, the student will be able to understand the importance of the brain in the process of language production, processing and comprehension. They will be able to identify different parts of the brain and their function in linguistic faculty. They will also be able to identify different linguistic disorders based on linguistic output.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Language as a human instinct. Core properties of human language and how they are acquired. - What does human language tell us about human brain and mind? In what sense is it species specific? - Evolution of language.
Unit 2	<ul style="list-style-type: none"> - Language and Brain: Relevant anatomical details; - Language and Speech centers in the brain; - Cerebral Dominance and Lateralization; Evolution of Lateralization. - Localization vs. Distributed function. - Approaches and Models: Connectivists' Model, Global Model.
Unit 3	<ul style="list-style-type: none"> - Acquisition of language: Chomsky –Innate hypothesis, Lenneberg- Basics of Biological Foundations of language, CLD studies, Milestones.
Unit 4	<ul style="list-style-type: none"> - Development of brain and development of language. - Slow learners; Delayed onset of Speech and Language; Critical Period Hypothesis; Learning Disorders –Dyslexia. - Sign Language and acquisition issues.
Unit 5	<ul style="list-style-type: none"> - Speech–language impairment: How do studies of language impairment contribute to an understanding of language and mind/brain relationship? - Disorders of communication: Developmental vs. Acquired; Neural vs. Cognitive; organic vs functional; and disorders of production vs reception, Hearing Impairment and Sign Language.

Recommended books—

Elizabeth Ahlsen, 2006. *Introduction to Neurolinguistics*. John Benjamins Publishing Company

Ingram, John CL. *Neurolinguistics: An introduction to spoken language processing and its disorders*. Cambridge University Press, 2007.

Title of Course	Translation Theory and Practice
Core Course	Linguistics
Course Code	LIN- EL-301A
Level	3 rd Semester
Course Objectives	To understand translation as a linguistic activity
Course Outcomes	By the end of the course, students will be aware of the nature of translation and translation theory issues. They will be able to deal with translation as linguistic procedure and as a socially constructed and oriented activity. They will have an understanding of social functions of translation and be able to link theory and practice.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Translation – definition, scope and relevance. - Translation as an Instrument of Linguistics, Cultural and literary criticism - Qualities of translation
Unit 2	<ul style="list-style-type: none"> - Theories of translation–Catford, Nida, Newmark, Bathgate
Unit 3	<ul style="list-style-type: none"> - Contrastive analysis - Role of Contrastive Analysis in translation.
Unit 4	<ul style="list-style-type: none"> - Process of translation, Analysis, Transfer & Restructuring tools of translation
Unit 5	<ul style="list-style-type: none"> - Problems of translation: Officialese, Commercial, Literary, Mass Media and advertisement

Recommended Books-

Basnett-McGuire, Susan. "Translation Studies (1980)." *Mary Snell-Hornby*.

Nida, Eugene Albert, and Charles Russell Taber, eds. *The theory and practice of translation*. Vol. 8. Brill Archive, 1982.

Newmark, Peter. *Approaches to translation (Language Teaching methodology series)*. Oxford: Pergamum Press. <https://doi.org/10.1017>, 1981.

सुरेश कुमार - अनुवाद सिद्धांतकी रूपरेखाएँ

रवीन्द्र नाथ श्रीवास्तव एवं कृष्ण कुमार गोस्वामी - अनुवाद सिद्धांत एवं समस्याएं

नागेन्द्र - अनुवाद सिद्धांत एवं अनुप्रयोग

Title of Course	Advanced Syntax
Core Course	Linguistics
Course Code	LIN-EL-301B
Level	3 rd Semester
Course Objectives	Understanding advanced concepts in the theory of generative grammar
Course Outcomes	
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - From Principles and Parameters to Minimalist Programme: Problems with the theory, Reasons for giving up D-Structure and S-Structure and introduction of a Computational System. - Functional Categories - significance of DP-analysis, AGRsP, AGRoP, and Tense Phrase and scope for further categories
Unit 2	<ul style="list-style-type: none"> - Key concepts in the Minimalist Programme – spell-out, greed, procrastination, last resort, AGR-based case theory, multiple spec-hypothesis, strong and weak features - Interpretable and non-interpretable feature.
Unit 3	<ul style="list-style-type: none"> - Transformation components: Copy theory of movement, its properties, motivation for move-alpha, LF and PF movement - Checking devices and features of convergence.
Unit 4	<ul style="list-style-type: none"> - Logical Form: Semantic interpretation in Minimalist Programme: Differences with the earlier Principles and Parameters theory
Unit 5	<ul style="list-style-type: none"> - Syntactic Analyses: Problem solving exercises.

Recommended Books:

- Chomsky, Noam. 1981. Lectures on Government and Binding Dordrecht: Foris.
- Chomsky, Noam. 1995. The Minimalist Program. Cambridge, MA: MIT Press.
- Hornstein, N. and J. Nunes. 2005. Understanding Minimalism. Cambridge: CUP.
- Hornstein, N. 1995. Logical Form: From GB to Minimalism. New Jersey: Wiley-Blackwell.
- Kayne, Richard. 1994. The Antisymmetry of Syntax. Cambridge, MA: MIT Press.

Title of Course	Grammar and Grammatical Theories
Core Course	Linguistics
Course Code	LIN- EL-302A
Level	3 rd Semester
Year	2 nd
Course Objectives	
Course Outcomes	
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Traditional Grammar - Structural Grammar and its main characteristics - Differences between Structural and Traditional Grammar - Ferdinand De Saussure.
Unit 2	<ul style="list-style-type: none"> - Different Structural Schools – Prague, Copenhagen, London, American and Russian.
Unit 3	<ul style="list-style-type: none"> - Systemic, Scale and Categorical Grammar (Halliday) - Tagmemics and Case Grammar - Relational Grammar and LFG.
Unit 4	<ul style="list-style-type: none"> - Phrase Structural Grammar - Inadequacies of Phrase Structure Grammar. Introduction to Transformational Generative Grammar,
Unit 5	<ul style="list-style-type: none"> - Types of Rules: PS rules, Transformations and Interpretive rules. - Types of operations-Movement, Deletion and Insertion. - The Theory of Government and Binding.

Books Recommended:

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|---------------|---|--|
| Palmer, F.R. | - | Grammar |
| Lepschy, G.C. | - | A Survey of Structural Linguistics |
| Chomsky, N. | - | Syntactic Structures |
| Fabb, N. | - | Sentence Structure |
| Radford, A. | - | Transformational Grammar |
| Haegeman, L. | - | Introduction to Government and Binding Theory. |
| Lyons, J. | - | Chomsky |

Title of Course	Typology
Core Course	Linguistics
Course Code	LIN-EL-302B
Level	3 rd Semester
Year	2 nd
Course Objectives	This course will focus primarily on morphological and syntactic typology, surveying the types of patterns which are found across the languages of the world.
Course Outcomes	By the end of this course, the student will gain a thorough understanding of how numerous constructions are realized in various languages, along with in-depth knowledge of the how such word and sentence structures work in a specific language. Over the course of the term, students will learn what typological traits are more versus less common cross-linguistically, and the nature of any implicational relationships between such traits—along gaining the ability to carefully and insightfully analyze the empirical make-up of data from a language not previously examined.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Language universal; inductive vs. deductive approaches - Types of universals; genetic, areal and typological classification - Contributions of typological research to linguistic theory - Chomsky's concept of language universals and of parametric variation - Word order universals - Formal vs. substantive universals - statistical universals.
Unit 2	<ul style="list-style-type: none"> - Aspiration, nasalization, retroflexion - Trubetzkoy's typology of the vowel system - Person, number, gender, case, aspect and tense.
Unit 3	<ul style="list-style-type: none"> - Word order typology (Lehman's Hawkin's and Vennemann's approaches); typology of externally and internally headed relative clause, complements, causatives - Participial and genitival constructions with special reference to South Asian languages - Word order within a sentence and a noun phrase

	<ul style="list-style-type: none"> - Anaphora, monomorphemic vs. polymorphemic anaphors, - Verbal reflexives and reciprocal - Long distance binding - Conjunctive participant - Identical subject constraints on CP formation - Lexical subjects in CPs - Scope of the negative, emphatics and inclusive.
Unit 4	<ul style="list-style-type: none"> - Linguistic area, a critical evaluation of the evidence in support of India as a linguistic area; - The verb <i>say</i> construction; synchronic evidence for diachronic problems' convergence of Dakkhini Hindi-Urdu, Konkani and Marathi syntax with Dravidian languages - Convergence; constraints on convergence; constraints in syntactic change in language contact situation.
Unit 5	<ul style="list-style-type: none"> - Universals of the semantics of kinship and colour terms - Politeness phenomena - Brown and Levinson's cross cultural universals.

Recommended Books:

Brown, P. and Stephen Levinson. 1978. 'Universal in Language Usage: politeness phenomenon', in Esther N. Goody (ed.) 1978. **Questions and Politeness: Strategies in Social Interaction**: Cambridge: Cambridge University Press.

Comrie, B. 1981. **Language Universal and Linguistic Typology**. Oxford: Basil Blackwell.

Croft, W. 1990. **Typology and Universals**. Cambridge: Cambridge University Press.

Emeneau, M.B. 1964. 'India as a linguistic area' in Dell Hymes (ed.) **Language in culture and society: A reader in linguistics and Anthropology**. New York: Harper and Row publisher.

Lehmann, W.P. (ed.) 1978. **Syntactic typology: Studies in the phenomenology of language**. Austin: University of Texas Press.

Masica, C.P. 1976. **Defining a linguistic area: South Asia**. Chicago: University of Chicago press.

Core Course	Linguistics
Title	Elements of Linguistics-I
Course Code	LIN-IER-301
Level	3 rd Semester
Year	2 nd
Course Objectives	To provide a general introduction to different aspects of language and linguistics
Course Outcomes	By the end of the course, the student will have an introductory understanding of the basic tenets of linguistics, its various branches of study, the scope of research in the subject and available scholarships and kind of job opportunities around the world.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Language and communication - Types of Communication
Unit 2	<ul style="list-style-type: none"> - Human and non-human communication
Unit 3	<ul style="list-style-type: none"> - Design features of language
Unit 4	<ul style="list-style-type: none"> - Linguistics and other disciplines
Unit 5	<ul style="list-style-type: none"> - Speech and writing

Recommended Book:

Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An introduction to language*. Cengage Learning, 2018.

Title of Course	Research Methodology
Core Course	Linguistics
Course Code	LIN-CC-401
Level	4 th Semester
Year	2 nd
Course Objectives	To provide hands-on introduction to the basic terminology, concepts, and procedures associated with scientific thought, practice, and academic writing in the field of linguistics.
Course Outcomes	By the end of the course, the student will be able to evaluate the applicability and relevance of different research methods in the research of others as well as in their own, can develop linguistic research questions and at the same time describe which methods may be applicable to examine various problems.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Basic scientific concepts, variables, hypothesis - Falsification, <i>p</i>-values - Reading a research article - Summarising a research article - Finding relevant information
Unit 2	<ul style="list-style-type: none"> - Introduction to corpus linguistics - Basic experiment design - Designing an experiment for data elicitation
Unit 3	<ul style="list-style-type: none"> - Using excel for data entry - Annotating data in excel - Visualising data in excel (graphs, charts, bars)
Unit 4	<ul style="list-style-type: none"> - Basic descriptive statistics—Means and standard deviation
Unit 5	<ul style="list-style-type: none"> - Ethics of research involving human subjects, Plagiarism

Recommended Books—

Goddard, Wayne, and Stuart Melville. *Research methodology: An introduction*. Juta and Company Ltd, 2004.

Litosseliti, Lia, ed. *Research methods in linguistics*. Bloomsbury Publishing, 2018.

Mohajan, Haradhan Kumar. "Qualitative research methodology in social sciences and related subjects." *Journal of Economic Development, Environment and People* 7.1 (2018): 23-48.

Title of Course	Language Teaching: Theory and application
Core Course	Linguistics
Course Code	LIN- EL -401A
Level	4 th Semester
Year	2 nd
Course Objectives	To understand the various methods of language teaching from an applied Linguistic perspective.
Course Outcomes	By the end of this course, students will be able to demonstrate thorough knowledge of theory and methods in second-hand acquisition of languages, be able to critically assess new teaching methods and learning strategies in second-language acquisition, be able to actively and independently participate in seminar discussions by presenting delimited research topics within second language acquisition.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Language Teaching, aims and importance - Language teaching as an area of Applied Linguistics - Learning theories - Learning and Acquisition
Unit 2	<ul style="list-style-type: none"> - Language Teaching Methods – Grammar translation, Direct, Audio-lingual, Bilingual, Cognitive, Communicative, Silent way, suggestology and other recent methods.
Unit 3	<ul style="list-style-type: none"> - Class room techniques-aids for teaching
Unit 4	<ul style="list-style-type: none"> - Contrastive Analysis, Error analysis-mistakes, lapses and errors, cause, the contrastive analysis hypothesis, methods of dealing with error
Unit 5	<ul style="list-style-type: none"> - Intra lingual analysis, language testing and evaluation – types of Testing techniques

Recommended Books—

Billows, Frederic Lionel. *The techniques of language teaching*. Longman, 1961.

Halliday, Michael Alexander Kirkwood. "The linguistic sciences and language teaching." (1964).

Lado, Robert. "Language Testing: The Construction and Use of Foreign Language Tests. A Teacher's Book." (1961).

Pulgram, Ernst, ed. *Applied linguistics in language teaching*. No. 6. Georgetown University Press, 1954.

Mackey, William F. "Language Teaching Analysis." (1967).

Bennett, William Arthur. *Applied linguistics and language learning*. Hutchinson, 1974.

रवीन्द्र नाथ श्रीवास्तव - भाषा शिक्षण

के वी वी एल नरसिंह राव - भाषा शिक्षणपरीक्षण एवं मूल्यांकन

Title of Course	Linguistic Study of Stylistics
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Core Course	Linguistics
Course Code	LIN-EL-402 A
Level	4 th Semester
Year	2 nd
Course Objectives	To understand translation as a linguistic activity
Course Outcomes	By the end of the course, students will be aware of the nature of translation and translation theory issues. They will be able to deal with translation as linguistic procedure and as a socially constructed and oriented activity. They will have an understanding of social functions of translation and be able to link theory and practice.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	<ul style="list-style-type: none"> - Translation – definition, scope and relevance. - Translation as an Instrument of Linguistics, Cultural and literary criticism - Qualities of translation
Unit 2	<ul style="list-style-type: none"> - Theories of translation–Catford, Nida, Newmark, Bathgate
Unit 3	<ul style="list-style-type: none"> - Contrastive analysis - Role of Contrastive Analysis in translation.
Unit 4	<ul style="list-style-type: none"> - Process of translation, Analysis, Transfer & Restructuring tools of translation
Unit 5	<ul style="list-style-type: none"> - Problems of translation: Officialese, Commercial, Literary, Mass Media and advertisement

Recommended Books-

Basnett-McGuire, Susan. "Translation Studies (1980)." *Mary Snell-Hornby*.

Nida, Eugene Albert, and Charles Russell Taber, eds. *The theory and practice of translation*. Vol. 8. Brill Archive, 1982.

Newmark, Peter. *Approaches to translation (Language Teaching methodology series)*. Oxford: Pergamum Press. <https://doi.org/10.1017>, 1981.

सुरेश कुमार - अनुवाद सिद्धांतकी रूपरेखाएँ

रवीन्द्र नाथ श्रीवास्तव एवं कृष्ण कुमार गोस्वामी - अनुवाद सिद्धांत एवं समस्याएं

नागेन्द्र - अनुवाद सिद्धांत एवं अनुप्रयोग

Title of Course	Computational Linguistics
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Core Course	Linguistics
Course Code	LIN-EL-402B
Level	4 th Semester
Year	2 nd
Course Objectives	To understand the Computational linguistics
Course Outcomes	Students will learn about Computational linguistics
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	Fundamental of computer. A brief introduction to Hardware and Software. Artificial Intelligence, Natural Language Processing. Computational Linguistics – Nature and scope, Language Technology.
Unit 2	Computational Morphology – Developing Analyser and generator. Words and how they are formed, Basic constraints on affixes.
Unit 3	Computational Syntax – word classes, POS tagging, Defining Tag set for any language, rule based part of speech taggers,
Unit 4	Statistical part of speech taggers, Annotating syntactic relation- Developing tag set.
Unit 5	Branches of Semantics – Lexical Semantics & formal Semantics; Meaning in natural language – Logical operator and quantifiers. Rule of formal language in the analysis of natural language. Integrating video and audio(ELAN), Creating Meta data(IMDI)

Title	Dissertation
	LIN-MT-401
	4 th Semester
Year	2 nd

Title of Course	Basic Linguistic Tools
Core Course	Linguistics
Course Code	LIN-IRA-401
Level	4 th Semester
Year	2 nd
Course Objectives	To develop an understanding of the basic tools and software that are used in linguistic analysis
Course Outcomes	By the end of the course, the student will be able to use some basic tools used in language analysis and field work. They will know why these tools are used, they will be aware of alternatives and be able to decide which tool suits what kind of field work/analysis the best.
Pedagogy	<ul style="list-style-type: none"> - Classroom lectures - PPT presentations - Group and individual work in every class
Course Content	
Unit 1	- PRAAT
Unit 2	- Wavesurfer
Unit 3	- FLEX
Unit 4	- ELAAN
Unit 5	- Practicals