

**DEPARTMENT OF LINGUISTICS
ASSAM UNIVERSITY,
SILCHAR**



REVISED SYLLABUS

(CHOICE BASED CREDIT SYSTEM)

**FOR POST GRADUATE COURSE IN
LINGUISTICS**

**SYLLABUS APPLICABLE FOR
STUDENTS SEEKING ADMISSION TO**

M.A.IN LINGUISTICS FROM

THE ACADEMIC YEAR

2021-2022 ONWARDS.

SPECIFICATIONS/ COMMON FEATURES OF THE COURSES

Each course is divided into five equal units. Each course has six credit points and 100 marks with minimum 10 contact hours per week consisting of lectures, tutorials, seminars. The Internal Assessment carries 30 marks and end semester examination carries 70 marks. In the end semester examination, a unit of each course carries 14 marks.

The Internal Assessment consists of the following:

- 1. Written Examination: 15 marks**
- 2. Seminar/ Assignment: 10 marks**
- 3. Attendance in the class: 05 marks**

COURSE STRUCTURE

NO. OF SEMESTER – 04

NO. OF COURSES – 20

FULL MARKS – 2000

DISTRIBUTION OF MARKS:

(FOR EACH COURSE)

FULL MARKS: 100

INTERNAL TEST: 30

PASS MARK: 12

END SEMESTER: 70

PASS MARK: 28

GRADE POINT 6 FOR EACH COURSE

CONTACT HOURS: MINIMUM 10 HOURS FOR EACH UNIT IN EACH COURSE

1 ST SEMESTER:	101	INTRODUCTION TO LANGUAGE
	102	INTRODUCTION TO GENERAL LINGUISTICS
	103	PHONETICS AND PHONOLOGY
	104	INTRODUCTION TO SEMANTICS
	105	MORPHOLOGY
2 ND SEMESTER:	201	SOCIOLINGUISTICS
	202	LANGUAGE TEACHING
	203	INTRODUCTION TO LANGUAGE AND LINGUISTICS (OPEN COURSE)
	204	STRUCTURE OF NORTH EAST INDIAN LANGUAGES (OPEN COURSE)
	205	INTRODUCTORY TRANSFORMATIONAL SYNTAX
3 RD SEMESTER:	301	PSYCHOLINGUISTICS
	302	TOPICS IN GENERATIVE PHONOLOGY
	303	HISTORICAL AND COMPARATIVE LINGUISTICS
	304(A)	LANGUAGE HISTORY: TIBETO-BURMAN LANGUAGES (OPTIONAL PAPER)
	304(B)	LANGUAGE HISTORY: COMPARATIVE INDO-ARYAN (OPTIONAL PAPER)
305	TRANSLATION THEORY	
4 TH SEMESTER:	401	LEXICOLOGY AND LEXICOGRAPHY
	402	BILINGUALISM AND LANGUAGE PLANNING
	403	LANGUAGE TYPOLOGY, UNIVERSALS AND CONVERGENCE
	404(A)	DOCUMENTATION AND DESCRIPTION OF ENDANGERED LANGUAGES (OPTIONAL PAPER)
	404(B)	COMPUTATIONAL LINGUISTICS (OPTIONAL PAPER)
405	DISSERTATION/PROJECT	

FIRST SEMESTER

COURSE NO. 101: INTRODUCTION TO LANGUAGE

Course Objective:

The main objective of this paper is to make the newly admitted students aware of various issues related to language, such as what is language, how does it work, what is its function etc. This paper introduces various concepts of language in a graded manner arranged unit wise so that the learners can learn easily.

Course Outcome:

The outcome of this paper can be stated in the following way:

Unit 1: This unit is designed to teach basic issues of language. So, after the completion of this unit, the students know how language originated, what are the design features of language, how do we define language etc.

Unit 2: It is all about language and communication. Difference between human and non-human communication, verbal and non-verbal communication, difference between animal and human language etc. are taught so now the students know how language is used for communication.

Unit 3: The outcome of the unit is that the students are made aware of how writing developed over a period of time, how Indian writing system developed and what the differences between speech and writing are.

Unit 4: The unit is planned in such a way that the learners can understand now how the languages of the world are classified according to their characteristics and also the various languages spoken in India.

Unit 5: Language is an integral part of culture. We cannot think of language without culture. The outcome of unit no. 5 is that the students now know the relationship between language and culture.

Full Marks: 30+70=100

1. **Unit No. 1. *Language*:** Origin of Language; Definitions of language; Characteristics of human language (design features). Sounds of language. Misconceptions about language: good & bad language, primitive languages.
2. **Unit No. 2. *Language and Communication*:** Human and non-human communication; Verbal and non-verbal communication. Animal and Human language. Teaching human language to animals. First language acquisition.
3. **Unit No. 3. *Speech and Writing*:** Language & writing; Different writing systems; Indian writing system. Difference between speech and writing. Grapheme. Complication in writing systems.

4. **Unit No. 4. *Classification of Languages*:** Syntactical and genealogical; Division of languages--- isolating, polysynthetic etc. Languages of India. Language families in India. Family tree. Causes of language change.
5. **Unit No. 5. *Language, Society & Culture*:** Contact language. Sapir-Whorf hypothesis. Pronouns of address—Tu & Vous. Kinship systems. Colour terminology. Language and educational failure.

SUGGESTED READINGS:

1. **Akmajian, A, Richard A. and Robert M. Harnish 1984:** *Linguistics: An Introduction to language and communication*. Cambridge: The MIT Press.
2. **Fromkin, Victoria and Robert Rodman 1974:** *An Introduction to Language*. New York: Holt Rinehart and Winston.
3. **Hockett, Charles F. 1965:** *A Course in Modern Linguistics*. New York: Macmillan.
4. **Wood, F. T. 1969:** *An Outline History of the English Language*. Madras: Macmillan.
5. **Taraporewala, I. J. S. 1978:** *Elements of the Science of Language*. Kolkata: Calcutta University.
6. **Lyons, J. 1981:** *Language and Linguistics*. London: Cambridge University Press.

COURSE NO. 102: INTRODUCTION TO GENERAL LINGUISTICS.

Course Objective

1. To make the students familiar with some of the basic concept of linguistics and its application in practical life.
2. To provide knowledge of the structure of language and helps them to identify the differences between the structures of other languages.
3. To make them understand how language and society are related to each other
4. To help them to explore different speech sound and its application in practical life.

Course Outcome

Unit 1: Describe the meaning of linguistics and its different branches.

Unit 2: Describe F D Saussure's concept of linguistic sign, langue and parole, Chomsky's concept of competence and performance.

Unit 3: Describe basic concept of phonology, grammatical categories, word formation process and also syntactic analysis

Unit 4: Describe various classification of languages, how language change and its causes.

Unit 5: Describe the varieties of language a, speech communities and also speech variation.

Full Marks: 30+70=100

1. Unit No. 1. Scope and Nature of Linguistics: Linguistics and its different branches; Linguistics as a science: implications and practical applications, Descriptive, Historical and comparative Linguistics, synchronic and diachronic approach.

2. Unit No. 2. Linguistic Analysis: linguistic sign, Syntagmatic and paradigmatic relations; Langue and parole; Competence and performance; Etic and emic; Form and substance, Content and expression.

3. Unit No. 3. Structure of Language: basic concepts of phonology: phoneme, syllable structure, phonological processes and tone; Grammatical categories: gender, person, number, case, tense, aspect, and mood; word formation processes; Syntactic analysis: IC analysis and PS grammar and its limitations.

4. Unit No. 4. Language Classification and Language Change: genetic, typological and areal classifications; Language change, types and causes; Comparative methods and internal reconstructions.

5. Unit No. 5. Language and Society: Speech community and verbal repertoire; speech variation and social stratification; structure and dimension of variations; varieties of language, diglossia, bilingualism, communicative competence.

SUGGESTED READINGS

1. **Akmajian, A, Richard A. and Robert M. Harnish 1984:** *Linguistics: An Introduction to language and communication*, Cambridge: The MIT Press.
2. **Fromkin, Victoria and Robert Rodman 1974:** *An Introduction to Language*. New York: Holt Rinehart and Winston.
3. **Hockett, Charles F. 1965:** *A Course in Modern Linguistics*. New York: Macmillan.
4. **Jespersen, Otto. 1965:** *The Philosophy of Grammar*. London: Allen and Unwin.
5. **Langacker, R.W. 1972:** *Fundamentals of Linguistics Analysis*. New York: Harcourt Brace Jovanovich.
6. **Lyons, Johns. 1969:** *Introduction to Theoretical Linguistics*. London: Cambridge University Press.
7. 1981: *Language and Linguistics*. London: Cambridge University Press.
8. **Sapir, Edward 1949:** *Language*. New York: Harcourt Brace and world.
9. **Saussure, F.D. 1966:** *Course in General Linguistics*. New York: Mc graw Hill.
10. **Smith, N.V. and D. Wilson 1979:** *Modern Linguistics: The Results of Chomskyan Revolution*. Harmondsworth: Penguin.

COURSE NO. 103: PHONETICS AND PHONOLOGY.

Course Objectives:

The objective of the course is to provide training for students to use phonetic skills in working for making dictionaries to give an accurate pronunciation of a word, and in field researches for basic transcription of speech sounds.

Course Outcome:

Unit 1: Students who have been trained in phonetics could be a good teacher in second Language Teaching.

Unit 1: To make the students understand the organs of speech and the process of speech (human) production in terms of Place and manner of articulators.

Unit 2: To train how to transcribe the Human sounds in Phonetic Transcription using the International Phonetic Alphabet (IPA)

Unit 3: To teach students to understand the Analysis process of Phonetic data by using Nida's Principle to invent phonemes.

Unit 4: To identify the phonological processes and rules representation of sounds.

Unit 5: It will train in Phonetic Transcription as it is the basic eligibility for conducting Language field trip followed by writing Grammar.

Full Marks: 30+70=100

1. Unit No. 1. *Phonetics and its Branches:* definition of phonetics; articulatory, acoustic and auditory; phonetics and phonology: production of speech sounds: organ of speech, air stream mechanism (Pulmonic, Glottalic and Velaric air stream), and phonation types.

2. Unit No. 2. *Articulatory Phonetics:* places of articulation, oro-nasal process, and manner of articulation; the articulation of vowel sounds, consonants, liquids, glides and diphthong; cardinal vowels (Primary and Secondary) secondary articulation and co-articulation; suprasegmentals: length, stress, tone and intonation.

3. Unit No. 3. *Basic Concepts in Phonology:* principles of phonemic Analysis: contrastive and complementary distribution, free variation, phonetic similarity, economy and pattern congruity; archiphoneme and neutralization. Complex articulation: concept of phoneme, phone, allophone. Syllable and syllabification.

4. Unit No. 4. *Phonological Processes, Rules and Representation:* assimilation, dissimilation, deletion, vowel harmony, epenthesis, metathesis, lengthening, diphthongization, fortition, and lenition; phonetic environment, natural classes, two levels of phonological representation (Phonetic and phonemic) phonemic analysis and rule writing.

5. Unit No. 5. *Practical Exercises: Differences and Similarities of Phonetics and Phonology.* Phonetic transcriptions; International Phonetic Alphabet (IPA).

SUGGESTED READINGS:

1. **Abercrombie D.** 1967. *Elements of General Phonetics*. Edinburgh: Edinburgh University Press.
2. **Bloch, B. and G.L. Trager** 1959: *Outline of Linguistics Analysis*. Baltimore: Linguistic Society of America.
3. **Catford, J.C.** 1977: *Fundamental Problems in Phonetics*. Edinburgh: Edinburgh University Press.
4. **Fudge, E.C.(ed)** 1973: *Phonology*. Harmondsworth: Penguin.
5. **Joos, Martin (ed)** 1968: *Reading in Linguistics, Vol .I*. Chicago: The University of Chicago press.
6. **Ladefoged, P.** 1975. *A Course in Phonetics*. United Kingdom, United States, and Singapore: Thomson.
7. **Malamberg, B.** 1983: *Phonetics*. New York: Dover.
8. **O'Connor, J.D.** 1973: *Phonetics*. London: Penguin.
9. **Pike, K.L.** 1947: *Phonemics*. Ann Arbor: The University of Michigan Press.
10. **Schane, S.A.** 1973: *Generative Phonology*. Englewood-cliffs: New York Prentice Hall.

COURSE NO. 104: INTRODUCTION TO SEMANTICS

Course objective

The objective of the course is to introduce the students to the study of meaning and its implications in the study of language

Course outcome

At the end of this course, the students are expected to have a basic understanding of semantics and the importance of semantics as an important branch of Linguistics. The outcome of each unit is given below.

Unit 1: To understand the scope of semantics and discuss the relationship between semantics and other disciplines.

Unit 2: To have an over view of the basic concepts in Semantics.

Unit 3: To discuss the role of logic in the study of meaning and to describe the various types in meaning.

Unit 4: To understand the meaning of pragmatics and discuss various issues in pragmatic study.

Unit 5: To explain the scope of semantic theory and discuss various semantic theories.

Full Marks: 30+70=100

1. **Unit No. 1. *Basic Ideas*:** Definition and scope of Semantics; Semantics as a part of Grammar; Semantics and other disciplines.
2. **Unit No. 2. *Basic Concepts*:** connotation and denotation; sentences; utterances; propositions; sense and reference; sense relations-polysemy, homonymy, synonymy, antonymy, hyponymy; dictionaries; theme, focus and topic.
3. **Unit No. 3. *Logic and Meaning*:** Different types of logic and its application, logical notations. Truth properties; truth relations, kinds of meaning;
4. **Unit No. 4. *Pragmatics*:** Participant roles; speech acts; presuppositions; deixis.
5. **Unit No. 5. *Semantic Theories*:** Scope of a semantic theory; semantic field; componential analysis; Frege's theory of meaning and reference; Wittgenstein's theory of meaning and use; Firth's theory of meaning; semantics in Transformational-Generative grammar.

SUGGESTED READINGS

1. **Fodor, Janet D. 1977:** *Semantics: Theories of Meaning in Generative Grammar*. New York: Thomas Y. Crowell.
2. **Hurford, James D. and Brendan, Heasley 1983:** *Semantics: A Course Book*. London: Cambridge University Press.

3. **Kempson, Rush M. 1977:** *Semantic: Theory*. London: Cambridge University Press.
4. **Leech, Geoffrey N. 1981:** *Semantics*. London: Penguin.
5. **Lyons, John. 1977:** *Semantics: Vols. 1 & 2*. London: Cambridge University Press.
6. **Palmer, F. R. 1996:** *Semantics*. London: Cambridge University Press.
7. **Searle, John. 1969:** *Speech Acts*. London: Cambridge University Press.

COURSE NO. 105: MORPHOLOGY

Course Objective:

The overall objective of the course is to understand the internal structure of words. Besides, the course is also designed to provide information how a language building relates to words, constituent parts, and their morphemes.

Course Outcome:

Unit 1: The students are expected to learn the notional aspects of morph, morpheme, allomorphs and their phonological, morphological and lexical conditioning.

Unit 2: The students will learn the processes and rules of word formation considering the examples from different languages.

Unit 3: The students will have the knowledge of inflectional and derivational affixes and make them understand the various types of functional and semantic and compounds.

Unit 4: The students are expected to learn the identification and isolation of morphemes. Besides, they will also learn morphological classification of languages.

Unit 5: The students are expected to study the identification of morpheme, morph and allomorph from given language data.

Full Marks: 30+70=100

1. **Unit No. 1. *Morpheme as a unit of Linguistic Structure*:** Morphemes, Morphs, Allomorphs and their phonological, morphological and lexical conditioning; Classification of morphemes: free, bound, root, stem, affixes: prefix, infix, suffix and circumfixes; content and function words.
2. **Unit No. 2. *Morphological processes*:** Word Formation Rules; Morphophonemic processes; Item and Process and Item Arrangement and Word and Paradigm.
3. **Unit No. 3. *Morphological construction*:** Inflection and Derivation; Compounding: semantic classification of compound: endocentric, exocentric, copulative, appositional, Dvanda, Bahuvrihi; formal classification of compound: nominal compound, adjectival compound and verbal compound.
4. **Unit No. 4. *Morphological Classification of Languages*:** Agglutinating Languages, Inflectional Languages, isolating Languages and Polysynthetic Languages; Identification and isolation of Morphemes: Nida's principles of Morpheme Identification.
5. **Unit No. 5. *Problems in Morphological Analysis*:** Solving of data based problems.

SUGGESTED READINGS

1. **Aronoff, Mark. 1976: *Word Formation In Generative Grammar*.** Cambridge, Mass: MIT Press.

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

SECOND SEMESTER

COURSE NO. 201: SOCIOLINGUISTICS

Course Objective:

The main objective of this paper is to study the relationship between language and society and five units are designed in such a way that the learning becomes interesting in knowing how the language we use gets influenced by the society.

Course Outcome:

Unit 1: The outcome of unit no. 1 is that the students now understand what speech community is, why only linguistic competence is not sufficient to participate in a piece of conversation, why do we need to acquire the communicative competence.

Unit 2: The outcome of unit no. 2 is that the students are now aware of the fact that various varieties of a language such as dialect, register, class and caste dialects etc. exist in a society and they also know why it exists.

Unit 3: Unit no. 3 is created in such a way that the outcome of this unit is that the learners now know how to define and what are the different types of bilinguals.

Unit 4: The unit guides the students in identifying language contact, code mixing, borrowing and language death, thereby making the students aware of all these important issues so that they become conscious of these matters.

Unit 5: There is always a gap between haves and have-nots at least in some countries due to social inequality and language education deprivation. The outcome is that the learners now know how language can be used for the upliftment of the downtrodden.

So, the overall outcome of this paper is that the students can now think that language is the most powerful tool. It can break or make a society. This paper also tries to make them tolerant towards each other's language by bringing various facts of language as mentioned above.

Full Marks: 30+70=100

1. **Unit No. 1. Language and Society:** Speech community and verbal repertoire; competence, performance and communicative competence; Sociolinguistics & sociology of language. Linguistics & anthropology, linguistics & sociology.
2. **Unit No. 2. Language Varieties: Standard languages.** Dialects, idiolect, registers, class and caste dialects, standard vs. non-standard, colloquial vs. non-colloquial varieties, social and regional dialects. Language & style. Bell's criteria for different kinds of languages.

3. **Unit No. 3. Language in Contact (a):** Bilingualism and multilingualism, types of bilingualism and bilinguals. Attitude and motivation related to Bilingualism. Diglossia. Convergence.
4. **Unit No. 4. Language in Contact (b):** Borrowing. Code mixing and code switching; pidgins and creoles. Language maintenance and language shift. Language death.
5. **Unit No. 5. Language and Social Inequality:** Bernstein's concept of restricted and elaborated codes. Black English and its consequences for education. Language and sex: male-female differences. Linguistic variation studies.

SUGGESTED READINGS

1. **Fasold, R. 1984:** *The Sociolinguistics of Society*. Oxford: Basil Blackwell.
2. **Fishman, J.A.(ed). 1968:** *Readings in the Sociology of Language*. The Hague: Mouton.
3. **.....(ed). 1978:** *Advances in the study of Societal Multilingualism*. The Hague: Mouton.
4. **Giglioli, P.P. (ed). 1972:** *Language and Social Context*. Harmondsworth: Penguin.
5. **Hudson, R.A. 1979:** *Sociolinguistics*. London: Cambridge University Press.
6. **Hymes, D. 1971:** *Pidginization and Creolization of Languages*. London: Cambridge University Press.

COURSE NO. 202: LANGUAGE TEACHING

Objective

The objective of this course is to give a broad idea of second language teaching to the students and enable them to be better language teachers.

Course outcome

After the completion of this course, students are expected to understand the various theories and methods in second language teaching. It is also expected that students will be able to apply these methods in teaching a second/foreign language.

The expected outcome of each unit is given below.

Unit 1: The learners are expected to know the relationship between Linguistics and Language teaching. It is also expected that the students will be aware of the different theories in Linguistics and language teaching.

Unit 2: To understand the various factors in language teaching and also the different methods of language teaching.

Unit 3: To learn the different techniques of analyzing error in language teaching.

Unit 4: To understand and familiarise the different teaching aids used in modern language teaching.

Unit 5: To discuss the need and importance of testing in language teaching and so the different methods of testing are discussed.

Full Marks: 30+70=100

1. **Unit No. 1. *Language and Language Teaching***: Relationship between linguistics, applied linguistics and language teaching; language learning theories and language teaching.
2. **Unit No. 2. *Language teaching (Analysis and Methods)***: Factors involved in language teaching; notion of MT and OT; second and foreign languages; language skills; methods of language teaching: grammar translation method, direct method, reading method, audio lingual method, communicative approach, etc.
3. **Unit No. 3. *Analysis and Techniques***: Contrastive analysis; error analysis; interference; interlanguage.
4. **Unit No. 4. *Aids to Language Teaching***: Audio visual aids; language laboratory.

5. **Unit No. 5. *Language Testing***: Traditional and modern methods of testing; types of testing: aptitude, placement, diagnostic, achievement and proficiency.

SUGGESTED READINGS

1. **Allen, J.P.B. and S.Pit corder (eds.) 1973-76: *Edinburgh Course in Applied Linguistics*. Vols 1-4.London: Oxford University press.**
2. **Brown, H. Douglas & Lee, Heekyeong. 2015. *Teaching by Principles: An Interactive Approach to Language Pedagogy, 4th edition*. New York: Pearson Education.**
3. **Corder, S. Pit 1973: *Introducing Applied Linguistics*. London: Penguin.**
4. **Davies, A. 2007: *An Introduction to Applied Linguistics From Practice to Theory*. Edinburgh: Edinburgh University Press.**
5. **Klein, W. 1986: *Second Language Acquisition*. Cambridge: Cambridge University Press.**
6. **Krashen, S.D. 1981: *Second Language Acquisition*. Cambridge Cambridge University Press.**
7. **Krashen, S.D. 1982: *Second Language Acquisition*. Oxford/New York Pergamon Press Inc.**
8. **Lado, R. 1964: *Language teaching: A scientific Approach*. New York: McGraw Hill.**
9. **Mackey, W.F. 1965: *Language Teaching Analysis*. London: Longman.**
10. **Richards, J.C. (ed).1974: *Error Analysis: Perspective on Second Language Acquisition*.London: Longman.**
11. **Long, Michael H. & Doughty, Catherine J. (Ed). 2009: *The Handbook of Language Teaching*. United Kingdom: Wiley-Blackwell Publishing Ltd.**

CHOICE BASED SUBJECTS/OPEN COURSES

COURSE NO. 203: INTRODUCTION TO LANGUAGE AND LINGUISTICS

Course Objectives

1. To explore various issues about language.
2. To introduce overall idea on linguistics and its different aspects.
- 3 To develop key concepts on general linguistics and its various sub fields.
4. To help them to understand the intricacies of human language.

Course Outcome

Unit 1: Describe the meaning, the theories of the origin of languages and the characteristics of human languages.

Unit 2: Describe the meaning of linguistics and its different branches.

Unit 3: Describe the mechanism of speech production, classification of speech sounds

Unit 4: Describe morphemes and its classification.

Unit 5: Describe different kinds of sense relation and different types of sentences.

Full Marks: 30+70=100

- Unit No. 1. *Language:*** Theories of origin of Language; Characteristics of human language; definitions of language.
- 2. Unit No. 2. Scope and Nature of Linguistics:** Linguistics and its different branches; Linguistics as a science: implications and practical applications, Descriptive, Historical and comparative Linguistics, synchronic and diachronic approach.
- 3. Unit No. 3. Phonetics and Phonology:** Aspect of Phonetics; articulatory and auditory; mechanism of speech production; classification of sounds; vowels, consonants; basic concepts of phonology: phoneme, phone, allophone, complementary distribution, free variation.
- 4. Unit No. 4. Morphology:** Morphemes, Morphs, Allomorphs; Classification of morphemes: free, bound, root, stem, affixes; Phonological and morphological conditioning, Portmanteau Morph, Zero morph, replacive Morph, Empty Morph.
- 5. Unit No. 5. Syntax & Semantics:** IC Analysis, Tree vs. String, Bracketing, Parenthesis, Phrase Structure Grammar, Types of sentences, sense relations- polysemy, homonymy, synonymy, antonymy, hyponymy.

SUGGESTED READINGS

1. **Wood, F. T. 1969:** *An Outline History of the English Language*. Madras: Macmillan.
2. **Taraporewala, I. J. S. 1978:** *Elements of the Science of Language*. Kolkata: Calcutta University.
3. **Lyons, Johns. 1969:** *Introduction to Theoretical Linguistics*. London: Cambridge University Press.
4. 1981: *Language and Linguistics*. London: Cambridge University Press.
5. **Kattamba, F. 1989:** *An Introduction to Phonology*. London: Longman.
6. ----- 1993: *Morphology*. London: St. Martin's Press.
7. **Hurford, James D. and Brendan, Heasley 1983:** *Semantics: A Course Book*. London: Cambridge University Press.

CHOICE BASED SUBJECTS/OPEN COURSES

COURSE NO. 204: STRUCTURE OF NORTHEAST INDIAN LANGUAGES

Course Objectives:

The paper aims to provide students, knowledge of the linguistic structure of languages belonging to different language families from northeast India. The course has been designed to fulfill the requirements of the learner in identifying the phonological, morphological and syntactic features present in these languages, besides language status and endangerment.

Outcome of the course:

Unit 1: The students are expected to have an understanding of the language family classifications and their distributions in northeast India.

Unit 2: They are expected to learn the phonological features and processes present across these language families.

Unit 3: The students will also receive background of the morphological structure of the northeast Indian languages.

Unit 4: They will be acquainted with the prototypical syntactic structures shared among the languages.

Unit 5: They will acquire knowledge of the sociolinguistic factors that lead to language shift and loss, and endangerments for those languages.

Full Marks: 30+70=100

1. **Unit No.1. Distribution and classification of NE Indian Languages:** Assam, Arunachal Pradesh, Nagaland, Manipur, Meghalaya, Mizoram and Tripura; classification: Grierson's Linguistic Survey of India, Shafer, Benedict, Bradley, Matisoff, DeLancey, Burling.
2. **Unit No. 2. Aspects of phonological structure of NE Languages:** phonemic inventory, phonation processes: voicing: breathy voiced, and aspiration, syllabic structure and tone.
3. **Unit No. 3. Aspects of the morphological structure of NE Languages:** nominal morphology: number, gender, classifiers, word formation processes: derivation, compounding and reduplication; verbal morphology: tense, aspect and mood.
4. **Unit No. 4. Aspects of Syntactic structure of NE Languages:** word/constituent order, pro-drop, agreement, relativization, causativisation, verb serialization, nominalization, and reflexivization.
5. **Unit No. 5. Language shift, loss and endangerment:** bilingualism/multilingualism, language contact, factors and levels of language endangerment, language maintenance and revitalization.

. SUGGESTED READING

1. **Bhattacharya, P.C. 1977.** *A Descriptive Analysis of Bodo Language.* Gauhati University Press. Guwahati.

2. **Benedict, Paul. 1972.** *Sino-Tibetan: A Conspectus*. Cambridge University Press. Cambridge.
3. **Goswami, S.N. 1988.** *Studies in Sino-Tibetan languages*. Guwahati.
4. **Joseph, U.V. and Burling, Robbins. 2006.** *The Comparative Phonology of the Boro-Garo Languages*. Central Institute of Indian Languages. Mysore.
5. **Masica, Collin. P. 1991.** *The Indo-Aryan Languages*. Cambridge University Press, Cambridge.
6. **Morey, Stephen. 2005.** *The Tai languages of Assam- A Grammar and Texts*. Pacific Linguistics/ANU Press. Canberra.
7. **Nagaraja, K.S. 1985.** *Khasi: A descriptive analysis*. Deccan College. Poona.
8. **Thurgood, G and LaPolla, R.J. (ed.) 2003.** *The Sino-Tibetan languages*. Routledge. London.
9. **Singh, Ch. Yashawanta. 2000.** *Manipuri Grammar*. Rajesh Publications. New Delhi.

COURSE NO.205: INTRODUCTORY TRANSFORMATIONAL SYNTAX

Course Objectives:

The overall objective of the course is study the structure of sentence and its syntactic relationship. The course is also designed for learners to make understand some of the important syntactic constructions along with the Government and Binding theory.

Outcome of the course:

Unit 1: The students expected to learn the foundation of Phrase Structure Grammar and its limitation.

Unit 2: The students will learn the basic concept of Transformational Grammar and various types of T rules.

Unit 3: The students will acquire the knowledge of syntactic constructions and their functions.

Unit 4: The students are expected to learn major sub-theories of Government and Binding theory.

Unit 5: The students will learn the various aspects of X-bar syntax in the three different categories: head, specifier and complement.

Full Marks: 30+70=100

1. Unit No. 1. *Basic Components of Transformational Grammar:* phrase structure grammar and its limitation: trees vs. strings; PS rewriting rules, lexical and phrasal categories; criteria for deciding what a constituent is; lexical and syntactic ambiguity.

2. Unit No. 2. *Transformational Rules and Rule Interaction:* their formulation and justification; types of transformational operation: deletion, insertion, substitution, permutation; deep and surface analysis of syntactic structure; rule interaction: cyclic principle.

3. Unit No. 3. *Some Syntactic Operations and Construction:* relativization, passivization, topicalisation, nominalization, clefting, complementation and coordination.

4. Unit No. 4. *The Government and Binding Framework:* the modular approach, theta theory, case theory, government theory, binding theory, bounding theory and control theory; various treatments of anaphora and their theoretical significance.

5. Unit No. 5. *X-bar Syntax:* concepts of head, complements, adjuncts and specifier; difference between complements and adjuncts; trees in x-bar notation; maximal projections of lexical and functional categories: determiner phrase, complementizer phrases, and tense phrases.

SUGGESTED READINGS

1. **Baker, C.L.** 1979: *Introduction to Generative-Transformational Syntax*. Eaglewood- Cliffs, N.J.: Prentice-Hall.
2. **Carnie, Andrew.** 2006. *Syntax: A Generative Introduction*. Blackwell: United Kingdom, United States, and Australia.
3. **Chomsky, N.** 1982. *Some Concepts and Consequences of the Theory of Government and Binding*. Cambridge, Mass: MIT Press.
4. **Culicover, Peter, W.** 1982: *Syntax*. New York: Academic Press.
5. **Cowper, E.A.** 1992: *A Concise Introduction to semantic Theory: The Government-Binding Approach*. Chicago: University of Chicago Press.
6. **Fowler, R.** 1971: *An Introduction to Transformational Syntax*. London: Routledge & Regan Paul.
7. **Jackendoff, R.** 1977: *X-Bar Syntax: A Study of Phrase Structure*. Cambridge, Mass.: MIT Press.
8. **Lasnik, H. and Juan Uriagereka,** 1988. *A course in GB Syntax: Lectures on Binding and Empty Categories*. Cambridge: Mass: MIT Press.
9. **Lillian, H.** 1990: *Introduction to Government and Binding Theory*. London: Blackwell Publishing Ltd.
10. **Matthews, P.H.** 1981: *Syntax*. Cambridge: Cambridge University Press.
11. **Radford, A.** 1995: *Transformational Grammar*. Cambridge: Cambridge University Press.

THIRD SEMESTER

COURSE NO. 301: PSYCHOLINGUISTICS

Course Objectives:

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

Outcome of the course:

The students are expected to have an understanding of Psycholinguistics and Clinical Linguistics. They are also expected to apply their knowledge in different areas.

Unit 1: The outcome of this unit is a basic understanding of the relationship between Linguistics and Psycholinguistics. It is also expected that at the end of this unit the students are familiar with the various theories in Psycholinguistics.

Unit 2: To understand the difference between language acquisition and language learning and to understand the role of language acquisition device (LAD) in language acquisition

Unit 3: To discuss the critical period hypothesis the and to understand the different stages of language development

Unit 4: To have a better understanding of language Perception, Comprehension and Production and the various theories

Unit 5: To have a better understanding of Clinical Psycholinguistics and the issues and challenges in this area of study

Full Marks: 30+70=100

1. **Unit No. 1. *Linguistics and Psycholinguistics:*** Linguistic theories and psychology of Language; different theoretical orientations to the study of language: empiricist-behaviorist, biological-nativist, and interactionist view; language and cognition.
2. **Unit No. 2. *Acquisition and Development(a):*** Language acquisition and language learning; the concept of acquisition and development; language acquisition device;
3. **Unit No. 3. *Acquisition and Development (b):*** the critical period controversy; stages of language development; the role of caretaker language input; phonology, morphology & syntax.
4. **Unit No. 4. *Perception, Comprehension and Production:*** Speech perception: theory and model, perceptual strategies: speech comprehension: time sharing, structure, extent and context in comprehension; speech error and its implications.
5. **Unit No. 5. *Clinical Psycholinguistics:*** Pathology and brain functions; cerebral dominance and lateralization; language disorder: stuttering, aphasia, language in mental retardation, schizophrenic language, voice disorders, cerebral palsy, autism, deafness.

SUGGESTED READINGS

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

COURSE NO. 302: TOPICS IN GENERATIVE PHONOLOGY.

Course Objective:

The overall goal of the course is to teach students the advanced phonological theories as put forward by Roman Jakobson, Nikolai Trubetzkoy, Noam Chomsky, Morris Halle, Davis Stampe and so on.

Outcome of the course:

Unit 1: The students are expected to learn the properties of phonological systems in general.

Unit 2: The students will learn the different theories of distinctive features including binary features proposed by Generative phonologists.

Unit 3: The students will study and learn how rule formalism and rule ordering works in the generative model of phonology.

Unit 4: The students will study the major constraints on phonological rules put forward by post-Bloomfieldian phonologists.

Unit 5: The students will study and learn current theories of phonology put forward by post-SPE phonologists.

Full Marks: 30+70=100

1. Unit No. 1. *Goals of Phonological Theory:* systematic and taxonomic phonemics; the concept of phoneme, place and manner of articulation, phonological pattern: vowels and consonants.

2. Unit No. 2. *Distinctive Features Theory:* Trubetzkoy's theory of distinctive oppositions; binary principle and Jakobson's theory of distinctive features; the distinctive features in SPE.

3. Unit No. 3. *Rule Formalism and Rule Ordering:* abbreviatory conventions, brace, bracket, parenthesis, angled bracket and alpha notations; ordered rules and different rule orderings: feeding vs. bleeding, counter-feeding and counter-bleeding, disjunctive and conjunctive ordering.

4. Unit No. 4. *Constraints on Phonological Rules:* abstractness of underlying representation, the alteration condition, the true generalization condition and non-ordered hypothesis.

5. Unit No. 5. *Post SPE models:* natural phonology; autosegmental phonology; metrical phonology, and prosodic phonology.

SUGGESTED READINGS

1. **Anderson, S.R.** 1974: *The Organization of Phonology*. New York: Academic Press.
2. **Chomsky, N. and M. Halle.** 1968: *The sound Pattern of English*. New York: Harper and Row.
3. **Fudge, E.** 1973: *Phonology*. Harmondsworth: Penguin.

4. **Hogg, R. and McCully, C.B.** 1987. *Metrical phonology: A Course Book*. Cambridge: Cambridge University Press.
5. **Goldsmith, J.A.** 1982: *Autosegmental Phonology*. New York: Garland Publishers.
6. **Harms, L.M.** 1975: *Phonology: Theory and Analysis*. New York: Holt, Rinehart and Winston.
7. **Hooper, J.B.** 1976: *Introduction to Natural Generative Phonology*. New York: Academic Press.
8. **Kenstowicz, M. and Charles Kissberth.** 1979: *Generative Phonology: Description and theory*. New York: Academic Press.
9. **Mohanan, K.P.** 1986. *The Theory of Lexical Phonology*. Dordrecht: Reidel.
10. **Nespor, M and Irene Vogel.** 1986. *Prosodic Phonology*. Dordrecht: Reidel.
11. **Schane, S.A.** 1973: *Generative Phonology*. Englewood-chiff: New York, Prentice Hall.

COURSE NO. 303: HISTORICAL AND COMPARATIVE LINGUISTICS

Course Objective

1. To find out how sound change directly affects sounds and not individual words.
2. To help them to understand how language is dynamic and not static.
3. To help them to investigate and describe the ways in which language change or maintain their structure in the course of time.

Course Outcome

Unit 1: Describe the different sound laws.

Unit 2: Describe different kinds of language change -grammatical and phonetic changes.

Unit 3: Describe different kinds of language reconstruction.

Unit 4: Describe different kinds of semantic changes.

Full Marks: 30+70=100

1. **Unit No. 1. Sound Change:** Genetic, Areal and Typological Classifications; Neo-Grammarians, Regularity Hypothesis, Grimm's Law, Verner's Law; Grassman's Law; Bartholomaeo's Law.
2. **Unit No. 2. Language Change:** Analogy, Borrowing, typology, Phonetic Change, Grammatical change, Rule Ordering.
3. **Unit No. 3. Linguistic Reconstruction:** External Reconstruction, Internal Reconstruction, Proto language, Synchronic and Diachronic, Comparative methods
4. **Unit No. 4. Conflict and Convergence:** Pidgin and Creole, Dialect Geography, Linguistic Area with special reference to India as a linguistic area, Kupwar village as a Convergence area.
5. **Unit No. 5. Sematic change:** Semantic Change: Appearance, Obsolescence, Shift, Semantic Contact, Isolation of forms, Subgroup within a Linguistic Community; Types of Semantic Change: Extension, Narrowing, Figurative speech, Subreption.

SUGGESTED READINGS

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

OPTIONAL

COURSE NO. 304(A): LANGUAGE HISTORY: TIBETO-BURMAN LANGUAGES

Course Objectives:

The paper seeks to impart and train the students in specializing in the Tibeto-Burman languages of northeast India. The course has been designed to cater to the learners' theoretical and descriptive knowledge of the languages based on phonology, morphology and syntax.

Outcome of the Course:

Unit 1: The students are expected to learn the prototypical phonological features and processes present among the Tibeto-Burman languages.

Unit 2: They are expected to be familiar with the inflectional morphology and the derivational features among the sub-groups of this language family.

Unit 3: They will learn the sentence constructions distributed among the in Tibeto-Burman languages.

Unit 4: The students will also acquire a deeper understanding of the sentence structure and its types among the languages.

Unit 5: They are expected to study the sub-groupings of the Tibeto-Burman languages, in relation to the genetic classification, the proto forms, and their linguistic variations.

Full Marks: 30+70=100

1. Unit No. 1. Phonology: Inventory of phonemes: Vowels, Consonants; Phonological Features; Syllabification; Tone.

2. Unit No. 2. Morphology: Nouns, Pronouns, Plural formation, Case, Numeral; Derivational Morphology: Types of derivation: Affixes, Compounding, and Reduplication.

3. Unit No. 3.Sentence Types: Negation, Interrogative, Imperative, Comparison, Possessive, and Causative construction.

4. Unit No. 4.Internal Structure of Sentence: Word Order Typology; structure of NP & VP; Post/preposition; **Clause structure.**

5. Unit No. 5.Major Classifications of Tibeto-Burman: LSI (1903), Robert Shafer (1974), **Burling (1983)**, Bradley (1979), Paul, K Benedict (1972), and Matisoff (2003); Profile of the Tibeto-Burman Languages of North East India.

SUGGESTED READING

1. **Benedict, Paul K. 1972:** *Sino-Tibetan: A Conspectus*. Cambridge: Cambridge University Press.
2. **Benedict, Paul K. 1948:** Tonal System in Southeast Asia. JAOS-68, 184-191.

3. **Hale, A. 1982. *Tibeto-Burman Languages*. New York Mouton.**
4. **James, A. Matisoff. 1986.** The language and dialect of the Tibeto-Burman an alphabetic/genetic listing with some prefatory remarks on ethnonymic and glossonymic compilation. In Me Coy and Light 1986-3-75.
5. **_____ . 1991.** Sino-Tibetan linguistics: present State and future Prospects. Annual Review of Anthropology.
6. **_____ . 1997. *Handbook of Proto Tibeto Burman*. University of California Press. Berkeley.**
7. **James, A. Matisoff & Namkung, Ju. 1996. *Phonological inventories of Tibeto-Burman languages. STEDT Monograph Series No. 3*. University of California, Berkeley.**
8. **Burling Robbins. 2003.** *'Tibeto-Burman Languages of North Eastern India*, in Graham Thurgood & Randy J. Lapolla (eds.) *The Sino-Tibetan Languages*, London: Routledge.
9. **Burling, Robbins & Post, Mark W. 2017. *Tibeto-Burman Languages of North Eastern India***, in Graham Thurgood & Randy J. Lapolla (eds.) *The Sino-Tibetan Languages*, London: Routledge.
10. **Thurgood, G. & Randy J. Lapolla (eds.) 2003. *The Sino-Tibetan Languages***. London: Routledge.
11. **Weidert, Alfons. 1987.** *'Tibeto-Burman Tonology: A Comparative Account'* in *Current Issues in Linguistic Theory*. Amsterdam: John Benjamins.

OPTIONAL

COURSE NO. 304 (B): LANGUAGE HISTORY: COMPARATIVE INDO-ARYAN

Course Objectives:

The course is designed to make the students familiar with the linguistic history and structural features present across Indo-Aryan languages.

Outcome of the Course:

Unit 1: To acquaint the learners of the origin and development of Sanskrit and its related dialects and varieties.

Unit 2: To provide the linguistic classification of Indo Aryan from the vedic to the modern languages.

Unit 3: To show the students the geographical distribution of New Indo-Aryan languages (NIA) and their variations.

Unit 4: To provide knowledge of the Magadhan grammar and linguistic features.

Unit 5: To acquaint the students with the lexical cognates and borrowings in NIA languages.

Full Marks: 30+70=100

1. **Unit No.1. History and pre-history of Sanskrit:** The origin and development of Sanskrit language and its various dialects.
2. **Unit No. 2. Chronological divisions of Indo-Aryan:** Features of Vedic Language. Features of MIA, Features of NIA, Emergence of proto NIA stage.
3. **Unit No. 3. Geographical description/distribution of NIA:** Different New Indo-Aryan Languages and its classifications; family tree of NIA, areas where it is spoken; regional characteristics of NIA.
4. **Unit No. 4. Comparative Grammar of Magadhan Languages:** Vowels, Consonants, grammatical categories etc. of all the Magadhan languages and common characteristics.
5. **Unit No. 5. Comparative vocabulary of NIA Languages:** Common words in NIA; borrowings in NIA and various sources; regional differences/modifications in lexical items.

SUGGESTED READINGS

1. **Bloch, J.** 1934: *Indo-Aryan-From the Vedas to the Modern Times*. Paris: Alfred Master.
2. **Chattarjee, S.K.** 1926: *Origin and Development of the Bengali Language*. Calcutta: Rupa.

3. **Ghatage, A.M.** 1962: *Historical Linguistics and Indo-Aryan Languages*. Mumbai: University of Bombay.
4. **Ghosh, Bhatakrishna.** 1937: *Linguistics Introduction to Sanskrit*. Calcutta: Indian Research Institute.
5. **Sen, Subhadra.** 1973: *Proto New Indo-Aryan*. Calcutta: Eastern Publishers.
6. **Sen, Sukumar.** 1900: *The Comparative Grammar of Middle Indo-Aryan Languages*. Pune: linguistic Society of India.
7. **Taraporewala, I.I.S.** 1953: *Elements of Science of Language*. Calcutta: Calcutta University.

COURSE NO. 305: TRANSLATION THEORY

Objectives:

The objective of the course is to train the students to become translators in the Government offices and courts to translate the Native texts in to the official Language in a multilingual situation, and also because translators are used for the Machine Translation by programming the computers, as well for revitalization process.

Course Outcome:

Unit 1: To teach the importance of and scope of translation in linguistic and allied studies.

Unit 2: To familiarize the students with translation theories from recent ages.

Unit 3: To extend their knowledge of different levels of translation processes

Unit 4: To train them in understanding the interdisciplinary aspects of translation with applied linguistics.

Unit 5: To provide knowledge of challenges and problems faced by translators in documents and manuscripts.

Full Marks: 30+70=100

Unit No. 1. *Meaning and Types of Translation:* General concept of translation. History of translation. Types of Translation: technical terms, cultural items, phonological and grammatical, dialectal and sociological, scientific and scriptural translation, Machine translation.

Unit No. 2. *Theories of Translation:* Catford's theory of translation, Catford's notion of transference and translation equivalence, Nida' theory of translation, Peter Newmarks theory of translation.

Unit No. 3. *Process of Translation: Translation of Literary text and Technical text.* Meaning transfer and adaptation, Language Modernization and Neologism. Translation of Metaphorical Language. Translation and Religious texts, Translation and Semantics: synonyms, Antonyms, Homonyms and etc. Translation and Interpretation of socio cultural terms. Machine aided Translation (Dubbing, editing, advertisement, slogans etc. Free vs. Restricted Translation.

Unit No. 4. *Translation and Applied Linguistics:* Translation and language teaching, Translation and Dictionary making, Translation and cultural categories: Ecology, social and material culture. Customs, gestures and habits. Inter vs. Intra and semiotic cultural translation. Translation and Folk literature: proverbs, idioms, riddles and folk tales and poems. Translation and Manuscripts.

Unit No. 5. *Problems of Translation:* Problems of translating text, poems, scientific and technical terms; scriptural categories, proper names, place names and **loan words**. Ethnic and socio-cultural items. Figurative/metaphor Language. Problems of translating dialects: Regional vs. social. Problems of translating collocation and connotation items. Difficulties in Translating Historical Documents and Manuscripts. Translatability and Untranslatability.

SUGGESTED READINGS

1. **Bassnett-McGuire, Susan.** 1980: *Translation Studies*. London: Methuen and Co.
2. **Brower, R.A.** (Ed). 1959: *On Translation*. Cambridge, Mass: Harvard University Press.
3. **Catford, J.C.** 1965: *A Linguistic theory of Translation*. London: Oxford University Press.
4. **Jeremy, Munday.**2001. *Introducing Translation Studies*, London.
5. **Newmark, Peter.** 1981: *Approaches to Translation*. Oxford: Pergamon Press.
6. 1988. *A Textbook of Translation*. New York, London: Prentice Hall.
7. **Nida, Eugene.** 1964: *Towards A Science of Translation*. Leiden: Brill.
8. **Nair, Sreedevi, K.** 1996: *Aspects of Translation*. New Delhi: Creative Books.
9. **Tucer, C.R.** 1969: *The Theory and Practice of Translation*. Lei den: Brill.

FOURTH SEMESTER

COURSE NO. 401: LEXICOLOGY AND LEXICOGRAPHY

Course Objectives:

1. To teach the importance of Dictionary Making in terms of documenting and Preserving a Language and its cultural aspects
2. To teach how to collect Language Data for making unwritten Language dictionary

Course Outcome:

Unit 1: To acquaint the students with background information of the concepts of lexicology and lexicography.

Unit 2: To enable understanding of form and meaning relationship of lexeme.

Unit 3: To provide expertise of how many kinds of dictionaries like Free vs. Restricted Dictionaries can be prepared.

Unit 4: To guide the students in dictionary making with entries and stages of collection.

Unit 5: To identify the problems and challenges faced by a lexicographer, especially for unwritten languages.

Full Marks: 30+70=100

Unit No. 1. *Linguistic Perspective:* Lexicology and Lexicography, Lexicography and Linguistics, Lexicon and Grammar; lexeme and word; vocable and term. Theoretical and practical dictionary.

Unit No. 2. *Structure and Function of Lexeme:* Form Meaning relationship, Simple and composite; Nature and combination: collocative, derivative, connotative, proverbs and idioms; variation: dialectal, sociological; Meaning: lexical vs. grammatical, denotative vs. connotative, collocational vs. contextual; form-meaning relationship: polysemy, homonymy, synonymy, antonymy, hyponymy.

Unit No. 3. *Types of Dictionaries:* Criteria for classification: Synchronic vs. Diachronic/ Historical, Restricted/Special vs. Non-restricted/General, Monolingual, Bilingual and Multilingual Dictionary. Thesaurus vs Encyclopedic Dictionary, Linguistic Dictionary vs Non –Linguistic Dictionary. Multilingual vs Written and Un –Written Language Dictionary.

Unit No. 4. *Dictionary Making:* Conditional variables: use and user; Phase(i) . Planning and collection of material. Phase(ii). Selection of entries, management of entries: labeling and grammatical information; equation, illustration, cross reference. Phase(iii). Preparation of press copy: Arrangement of entries; alphabetical, semantic and casual. Notation and Format: purpose and scope, reader's guide, guide to pronunciation, Abbreviations, use of punctual and symbols.

Unit No. 5. *Specific Problems:* Field work, Data collection, selection and arrangement of entries, Interpretation of culture specific meaning, Phonetic Transcription, Preparation of Synchronic and Diachronic dictionaries, and an unwritten language. Spelling and

pronunciation and Orthography. Reference and cross reference; sub-entries; use of abbreviation.

SUGGESTED READINGS

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

COURSE NO. 402: BILINGUALISM AND LANGUAGE PLANNING.

Course Objective:

This paper is an extension of paper no. 201. The sole objective of this paper is to make the learners see the social side of the language more closely. Social aspect of language is such a vast area, it is simply impossible to handle everything in a single paper. Bilingualism is a product of language in contact and this contact can also lead a language to a death bed. Therefore, proper language planning is required so that each and every linguistic community gets their chance to use their respective mother tongues.

Course outcome:

Unit 1: The outcome of the unit is that the students know now that society has assigned a particular role to a particular language and if it is followed, the language will be maintained otherwise it will be dead.

Unit 2: The bilinguals of the world are divided into certain categories based on the way they acquire the other language/s. The students now can apply this knowledge to categorize the individuals they meet in categories of bilinguals.

Unit 3: The knowledge the learners acquired in this unit helps to make them aware that language has a role to play in nationalism, and how multilingualism can be treated as a resource.

Unit 4: Language death is not only the death of a particular language but also the culture associated with it. The outcome is that language death can be stopped if the speakers are made aware of the importance of their mother tongue.

Unit 5: In this unit, since the students know the importance of language planning, they can give advice to the concerned bodies how to do proper language planning so language clash can be avoided.

So, the overall outcome of this paper is that the stakeholders acquire the knowledge of language in social milieu and this knowledge can be applied to save language from death, avoid language clash by doing proper language planning etc.

Full Marks: 30+70=100

1. **Unit No. 1. Diglossia, Language Maintenance and Language Shift:** Ferguson's Diglossia. Fishman's Description of Diglossia. Language maintenance and language shift.
2. **Unit No. 2. Types of Bilingualism:** Compound, Co-ordinate & Sub-coordinate, societal, individual, stable and unstable, transitional and incipient, early bilingualism & late bilingualism, additive bilingualism & subtractive bilingualism. Bilingualism & multilingualism. Attitude & motivation for bilingualism.
3. **Unit No. 3. Nature of Societal Multilingualism:** Concept of Societal Multilingualism; Role of language in Nationism and Nationalism;

- Multilingualism as a Problem and Resources; Measurable Effect of Societal Multilingualism; How Multilingual Nation Develop.
4. **Unit No. 4. Language Death:** Causes of language death; Endangered Languages & causes of language endangerment; level of language endangerment. Language vitality assessment: major evaluative factors (UNESCO).
 5. **Unit No. 5. Nature and Scope of Language Planning:** Status Planning; Corpus Planning; Acquisition Planning. Language planning efforts: determination, standardization, orthography & vocabulary, government. Two concepts of language planning. Limitations in language planning.

SUGGESTED READINGS

1. **Attis, J. E. (ed) 1970:** *Bilingualism and language contact*. Washington: Georgetown University Press.
2. **Fishman, J. A. (ed) 1968:** *Readings in the Sociology of Language*. The Hague: Mouton.
3. _____ **1972:** *The Sociology of Language*. Rowley, Massachusetts: Newbury House Publishers.
4. **Fasold, R. 1984:** *The Sociolinguistics of Society*. Oxford: Basil Blackwell.
5. **Haugen, E. 1966:** *Language Conflict and Language Planning*. Harvard: Harvard University Press.
6. **Kalelkar, N. G. and L. M. Khubchandani (eds.) 1962:** *Linguistics and Language Planning in India*. Poona: Deccan College.
7. **Rubin, J. and B. Jernudd (eds). 1971:** *Can Language be Planned?* Honolulu: University Press of Hawaii.
8. _____ **et al. 1977:** *Language Planning Process*. The Hague: Mouton.
9. **Tauli, V. 1968:** *Introduction to the Theory of Language Planning*. Uppsala: Almqvistwiksells
10. **Robert L. Cooper. 1989.** *Language Planning and Social Change*.

COURSE NO. 403: LANGUAGE TYPOLOGY, UNIVERSALS AND CONVERGENCE

Course Objective:

The overall objective of the course is to study the basic question of contemporary linguistics: in what ways do languages differ, and in what ways are they all alike?

Outcome of the course:

Unit 1: The students will study the various aspects of language universals and linguistic typology in the form of methods and classification of world's languages.

Unit 2: The students will study and learn the various aspects of phonological and morphological typology of the languages of the world.

Unit 3: The students are expected to learn the word order typology as put forward by different linguists.

Unit 4: The students will mainly study the features of SOV, SVO, OSV and VOS languages looking at the word order parameters.

Unit 5: The students are expected to learn the typology of syntactic constructions of South Asian languages.

Full Marks: 30+70=100

1. Unit No. 1. *Language Universals and Universal Grammar:* Deductive and inductive methods; types of universals; classification of languages: genetic, areal and typological classification.

2. Unit No. 2. *Phonological and Morphological Typology:* Aspiration, nasalization, retroflexion, syllabic structure, tone, aspect and tense.

3. Unit No. 3. *Word Order Typology I:* Greenberg's, Lehmann's, Hawkins's, and Vennemann's approaches of word order typology.

4. Unit No. 4. *Word Order Typology II:* word order parameters, characteristic features of Subject Object Verb (SOV), Subject Verb Object (SVO), Object Subject Verb (OSV), Verb Object Subject (VOS) languages.

5. Unit No. 5. *Typology of Syntactic Constructions:* typology of subject, relative clauses, causative construction, and genitival constructions with special reference to South Asian Languages.

SUGGESTED READINGS

1. **Bazell, E. E.** 1958: *Linguistic Typology*. London: School of Oriental and African Studies.
2. **Birnbaum, H.** 1970: *Problem of Typological and Genetic Linguistics viewed in a Genetic Framework*. The Hague: Mouton.
3. **Comrie, B.** 1981: *Language Universals and Linguistic Typology*. Oxford: Basil Blackwell.

4. **Croft, W.** 1990. *Typology and Universals*. Cambridge: Cambridge University Press.
5. **Emeneau, M. B.** 1964: 'India as a Linguistic Area' in *Language in Culture and Society: A Reader in Linguistics and Anthropology*. Ed by Dell Hymes. 642-651. New York: Harper and Row Publishers.
6. **Greenberg, J. H.** 1966: *Universals of Language*. Cambridge, Mass: The MIT Press.
7. **Hawkins J .A.** 1983. *Word order universals*. New York: Academic Press.
8. **Lehmann, W. P.** (ed) 1978: *Syntactic Typology: Studies in the Phenomenology of Language*. Austin: University of Texas Press.
9. **Mallinson, G. and B. J. Blake.** 1951: *Language Typology*. Amsterdam: North Holland.
10. **Masica, C. P.** 1976: *Defining a Linguistic Area: South Asia*. Chicago: The University of Chicago Press.
11. **Seiler, H.** (ed) 1978: *Language Universals*. Tubingen: Nars.
12. **Southworth, F. C. and M. L. Apte** (eds) 1974: *Contact and Convergence in South Asian Languages*. Thiruvananthapuram: IJDL, 3:1.
13. **Zograph, G. A.** 1982. *Languages of South Asia*. London: Routledge.

OPTIONAL

COURSE NO. 404(A): DOCUMENTATION AND DESCRIPTION OF ENDANGERED LANGUAGES

Objective of the course:

The aim of the paper is to introduce to the students the term Language Endangerment and the importance of documentation and description of endangered languages.

Outcome of the Course:

The students are expected have a good understanding of the issues and challenges in documentation and description of endangered language, They are expected to be able to work on the description and documentation of endangerment languages in the region, They are also expected to help in the documentation and preservation work for their respective languages and communities.

Unit 1: This unit gives an overview of endangered languages in South East Asia and the role of UNESCO in protecting the endangered languages.

Unit 2: The general issues in language endangerment introduced in this unit.

Unit 3: This unit focuses on the importance of Fieldwork and Linguistic Analysis

Unit 4: Revitalisation and Preservation of Endangered Languages is another important aspect and this unit deals with this topic.

Unit 5: This unit deals with documentation and archiving of Cultural and Linguistic Heritage

Full Marks: 30+70=100

1. Unit No. 1. *Overview of Endangered Languages:* endangered languages of Southeast Asian plateau including Bangladesh, Bhutan, India, and Nepal; UNESCO' declaration on endangered languages and its motive for safeguarding.

2. Unit No. 2. *General issues on Language Endangerment:* language contact, language shift, language loss and language death; causes of language endangerment; level of language endangerment;

3. Unit No. 3. *Fieldwork and Linguistic Analysis:* locating speakers and collecting data, investigator's assumption, and methodologies: participant observation, interpretation and analysis of language data; preparation of teaching materials; devising writing system of unwritten languages.

4. Unit No. 4. *Revitalisation and Preservation of Endangered Languages:* revitalization and preservation of indigenous lexical items; encouragement of indigenous people to preserve their languages: awareness programme, counseling and some sort of academic activities like recitation of folk rhymes, tales that have been used in oral form from generation to generation; language usage and maintenance.

5. Unit No. 5. *Archiving of Cultural and Linguistic Heritage:* Documentation of traditional art form of indigenous people of South East Asia, collection and archiving of written materials, manuscript; digital recording of folk tales, folk songs etc.

SUGGESTED READINGS

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

OPTIONAL

COURSE NO. 404(B): COMPUTATIONAL LINGUISTICS

Course Objective:

The objective of the course is to familiarize the students and motivate them to learn the importance of computational skills in linguistics and allied branches of linguistics such as, semantics, lexicography, discourse, translation, etc.

Course Outcome:

Unit 1: The students are expected to learn the basic mathematical models required in language learning.

Unit 2: They will learn the rules and systems applied in language computation in machine learning.

Unit 3: They are also expected to learn finite state processes applied in interpreting morphological and syntactic aspects of a natural language.

Unit 4: The students will be acquainted with the computer programming using semantic information and cognitive models.

Unit 5: They are finally expected to learn and understand word sense ambiguity in machine learning, and clustering to identify word senses.

Full Marks: 30+70=100

1. Unit No. 1. *Mathematical models in linguistics*: structural linguistics, mathematical logic and computation: basic mathematical concepts and their application to natural languages: set theory, propositional calculus, predicate calculus, etc. Saumjan's generative model and transformational grammar: linguistic adequacy of mathematical and computational models.

2. Unit No. 2. *Formal and computing systems and natural language*: rewriting systems and algebraic systems: properties of natural languages: rules and national devices: the computing devices: deletion, insertion, and permutation.

3. Unit No. 3. *Finite state processes*: Finite automation and other interpretation: applications to syntax and morphology.

4. Unit No. 4. *Semantic information*: processing computer programmes for semantic information retrieval: semantic memory: matter mind and models.

5. Unit No. 5. *Word sense disambiguation and clustering*: homonymy, polysemy, different meanings, the power of context; language neighbourhood as a vector;

agglomerative clustering; clustering by expectation maximization; using clustering to discover different word senses; semi-supervised document classification.

SUGGESTED READINGS

1. **Bar H. Y. 1964.** *Language and Information: Selected essays on their theory and application.* Reading, Mass: Addition-Wesley publishing.
2. **Bokro, H. 1967.** *Automated Language Processing.* New York: John Wiley and Sons, Inc.
3. **Garvin, P. (ed.). 1963.** *Natural Language Processing and the computer.* New York: McGraw-Hill Book Company.
4. **Garvin, P. and B. Spolsky (eds.) .1966.** *Computation in Linguistics: A Course Book.* Bloomington: Indiana University Press.
5. **Gross, M. 1972.** *Mathematical Models in Linguistics.* Eaglewood Cliff N.J: Prentice Hall, Inc.
6. **Hays, D.G. 1967.** *Introduction to Computational Linguistics.* New York: American Elsevier Company, Inc.
7. **Herdan, G. 1964.** *Quantitative Linguistics.* Washington: Butterworths.
8. **Minsky, M. (ed.). 1968.** *Semantic Information Processing.* Cambridge, Mass: the MIT Press.
9. **Wall, R. 1972.** *Introduction to Mathematical Linguistics.* Eaglewood Cliff, N.J. Prentice Hall, Inc.
10. **Winograd J. 1972.** *Understanding Natural languages.* New York: Academic Press.

COURSE NO. 405: DISSERTATION/PROJECT

Full Marks: 30+70=100

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

The Term Paper will have 100 marks and out of 100, 30 marks will be meant for Internal Assessment Test. The IAT will be conducted by the Department during the Semester like the other Papers. The students will submit 02 copies of the DISSERTATION clearly typed in double space along with bibliography/ reference. On top of the DISSERTATION, the students will write their EXAMINATION ROLL NUMBER, DEPARTMENT ETC. BUT NOT THEIR NAME.

Course Objective

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

Course Outcome

Unit 1: Describe how to select the informants.

Unit 2: Describe how to collect the secondary data.

Unit 3: Describe stages of data collection.

Unit 4: Describe methods and techniques of data collection.

SUGGESTED READINGS

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