

दिल्ली विश्वविद्यालय

UNIVERSITY OF DELHI

Bachelor of Arts (Programme) Linguistics
(B.A. (Programme) Linguistics)

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

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Preamble

Most of us know at least one language whether spoken or signed. However, in order to carry out even a simplest conversation, it requires profound amount of linguistic knowledge. Questions such as what exactly do we know when we know a language?, how do we know what we know?, how does this knowledge work?, questions relating to relationship between language and mind, language and society, change, mixed languages, emergence of new languages, language variation in time and space, language learning by children in multilingual contexts are some of the questions that we address in linguistics. Linguistics is a scientific study of language in all different aspects including structure of language. Because language is so central to our lives, Linguistics is uniquely interfaced with a variety of disciplines across natural sciences, social sciences and humanities. Linguistic also forms an important part of cognitive sciences. Studying linguistics, therefore can be useful for students in any academic field including but not limited to Management, Journalism, Education, Psychology, Anthropology, Computer science, Political science, Sociology, History, Literature, Language teaching, Physics, Biological and Neurosciences, Speech sciences etc. Language thus provides a window to the understanding of the human species itself. On the technical side, Linguistics has contributed immensely to natural language processing, information technology, artificial intelligence, signal processing, and has been building speech and written corpora, developing quantitative and computational tools for better understanding of how language works.

The teaching of Linguistics generally involve lectures, demonstrations, practicums. Classes are interactive and students are expected to learn as much from doing and practicing things in classroom as much from lectures and demonstrations. Students from any stream in High school/ College can join the programme. The program includes skill enhancements courses, which provide hands-on training in linguistic analysis.

The restructured Linguistics courses are currently offered only in one College of the University of Delhi as a Major in a B.A. programme in accordance with the CBSC system. It is offered as a subject in many disciplines, though (English; B. El.Ed; Hindi etc.)The entire set of Linguistics courses are currently taught by a single teacher. Therefore, many components of the courses need to be taught in active collaboration with the department of the University and by invited guest faculty, whenever possible. The course was last revised in 2015 following the CBSC system and the same has been in implementation since 2015-16. The following is the new restructured, revised syllabus.

Foreword/Preface (by Chairman, UGC)

Acknowledgement

(Name & Signatures of Committee; Invitees and Co-opted members)

Members of the Committee of Courses:

1. Dr. Shobha Satyanath (Chair and Coordinator)
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2. Dr. Chandra Shekhar (Assistant Prof., Rajdhani College)
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Student Nominees/Invitees and Co-opted Members

1. Sarada Biswas (Research Scholar and Guest Faculty)
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*We also take this opportunity to thank Professor Ravindra Gargesh (Former Professor, Department of Linguistics, and University of Delhi) and many of our PG students for their enthusiasm and informal feedback. They remain anonymous, but we thank each one of them individually. We also thank all those who have taken the time out to provide constructive feedback on the restructured syllabus.

*Finally, we express our sincere gratitude to the Administrative staff of the Department of Linguistics, particularly, Mr. Vishal Upadhyay for his admirable assistance with the needed logistics at every step during the course of preparation of the revised syllabus making things easier for the Coordinator.

1. Introduction

The learning outcomes-based curriculum framework for a B.A. degree in Linguistics is intended to provide a broad framework within which a Linguistics programme that responds to the needs of students and to the evolving nature of Linguistics as a subject could be developed. The framework is designed to maintain a standard of Linguistics degrees/ programmes across the country. The design is open to periodic programme review within a broad framework of agreed upon graduate attributes, qualification descriptors, programme learning outcomes and course-level learning outcomes. The framework does not seek to bring about uniformity in teaching-learning process and learning assessment procedures; instead, it is intended to allow for flexibility and innovation in programme design and syllabi development, teaching-learning process, assessment of student learning levels.

2. Learning Outcomes bases approach to Curriculum Planning

2.1 Nature and extent of the B.A. (Programme) Linguistics

Linguistics is the study of the system of language in its various settings with a view to understand it using the methodologies of analytical sciences and social sciences. The key areas of study within the disciplinary/subject area of Linguistics comprise: Phonetics, Phonology, Morphology, Syntax, Semantics, Historical Linguistics, Sociolinguistics and Psycholinguistics/ Neurolinguistics. Phonetics/ Phonology deal with the system of sounds of languages, Morphology and Syntax deal with structure of words and sentences, respectively; Semantics is the study meaning in its various manifestations: Sociolinguistics deals with understanding the various social factors and settings of language; Psycholinguistics/ Neurolinguistics study the process of language acquisition and the brain and language connection, respectively; and lastly, Historical Linguistics involves the study of language origins and change.

The Degree programme in Linguistics covers topics that overlap with the areas outlined above and that address, in addition, the interfaces of Linguistics with other subjects and applied fields (such as Philosophy, Sociology, Psychology, Biology, Literature, and Computer Science).

As a part of the efforts to enhance the employability of graduates of Linguistics programmes, the curricula for these programmes are expected to include learning experiences that offer opportunities for a period of study in allied and related fields. These may involve both a major work-related Linguistics project and some guided study.

2.2 Aims of Bachelor's degree programme in Linguistics

The overall aims of the bachelor's degree programme in Linguistics are to:

- Provide students with learning experiences that help instill the following: (i) a deep interest in studying and observing languages using the methods of Linguistics; (ii) a broad and balanced knowledge and understanding of key Linguistic concepts, principles, and theories related to Linguistics; and (iii) knowledge of appropriate analytical tools for tackling issues in the field of Linguistics.
- Develop in students the ability to apply the knowledge and skills they have acquired to the solution of specific theoretical and applied problems in Linguistics,
- Provide students with the knowledge and skill base that would enable them to undertake further studies in Linguistics and related areas or in multidisciplinary areas that involve Linguistics and help develop a range of generic skills that are relevant to wage employment, self-employment and entrepreneurship.

3. Graduate Attributes in Linguistics

Some of the characteristic attributes of a graduate in Linguistics may include the following:

- **Disciplinary knowledge and skills:** Capable of demonstrating (i) comprehensive knowledge and understanding of major concepts, theoretical principles and experimental findings in Linguistics and its different subfields (Phonetics, Phonology, Morphology, Syntax, Semantics, Sociolinguistics, Psycholinguistics and Historical Linguistics), as well as other related fields of study, including broader interdisciplinary subfields such as Philosophy, Psychology and Social Sciences; (ii) ability to use modern technology for Linguistic analysis and description.
- **Skilled communicator:** Ability to transmit complex technical information relating to Linguistics in a clear and concise manner in written and oral work.
- **Critical thinker and problem solver:** Ability to employ critical thinking and efficient problem-solving skills in various core analytical areas of Linguistics (Phonetics, Phonology, Morphology, Syntax, Sociolinguistics, Historical Linguistics, and Psycholinguistics).

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- **Sense of enquiry:** Capability for asking appropriate questions relating to issues in the field of Linguistics, addressing these through relevant linguistic data, and carrying out the various steps in an experiment or investigation.
- **Team player/worker:** Capable of working effectively in diverse teams in both classroom and field-based situations.
- **Skilled project manager:** Capable of mobilizing appropriate resources required for a project and managing a project through to completion, while maintaining responsible and ethical scientific conduct in accordance with ethical regulations and practices.
- **Digitally literate:** Capable of using computers for data digitization, organization, and computation, including familiarity with appropriate software (such as Praat) for data analysis and familiarity with modern library search tools to locate, retrieve, and evaluate language-related information.
- **Ethical awareness/reasoning:** Avoiding unethical behaviour such as fabrication, falsification, or misrepresentation of data, avoiding plagiarism, and having an appreciation for environmental and sustainability issues.
- **Lifelong learners:** Capable of self-paced and self-directed learning aimed at personal development, enhanced skills development, and reskilling.

4. Qualification descriptors for a B.A. (Programme) in Linguistics

The qualification descriptors for a B.A (Programme) in Linguistics may include the following:

- Demonstrate (i) a systematic, extensive and coherent knowledge of the academic field of study as a whole and its applications, with links to related disciplinary areas of study, (ii) a critical understanding of established theories, principles, and concepts in Linguistics, as well as emerging issues in the discipline; (iii) procedural knowledge that creates different types of professionals related to the subject area of Linguistics, including research and development, teaching, and public service; (iii) skills in areas related to one's specialization, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialization.
- Demonstrate comprehensive knowledge of materials relating to essential and advanced areas of Linguistics and the techniques and skills required for identifying Linguistics-related problems and issues.
- Demonstrate skills in identifying information needs, collection of relevant qualitative and/or quantitative data drawing on a wide range of sources, analysis and interpretation of data using methodologies appropriate to the subject of Linguistics for formulating evidence-based solutions and arguments.

- Use knowledge, understanding, and skills for critical assessment of a wide range of complex issues relating to the academic field of Linguistics.
- Communicate the results of studies undertaken in the academic field of Linguistics accurately in a range of different contexts using the main concepts, constructs and techniques of the subject of Linguistics;
- Address one's own learning needs relating to current and emerging areas of study in Linguistics, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge in Linguistics.
- Apply one's knowledge and understanding of Linguistics to new and unfamiliar contexts, identify problems, and seek solutions to real-life problems.
- Demonstrate subject-related and transferable skills that are relevant to Linguistics-related jobs and employment opportunities.

5. Learning Outcomes this Course

Learning outcomes of the B.A (Programme) in Linguistics may include the following:

- Demonstrate (i) in-depth knowledge and understanding about the fundamental concepts, principles and processes underlying Linguistics and its different subfields (see above), and its linkages with related disciplinary areas/subjects; (ii) the procedural knowledge that creates different types of professionals in the field of Linguistics and related fields such as Translation, Journalism, Computer Science, Media, Teaching, Research, etc; (iii) practical skills related to specialization area(s) within Linguistics, as well as broader interdisciplinary areas.
- Demonstrate skills relating to qualitative analysis of sound-level, word-level and sentence-level data from various languages and sources, documentation of languages and transcription of naturally occurring data in speech corpora.
- Use skills required for the observation, classification, description, and analysis of a variety of types of data used in linguistic analysis.
- Use essential techniques of analysis and software to describe and analyse variation in data.

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Employ linguistic techniques relevant to academia, industry and institutions, and generic skills and global competencies, including relevant disciplinary knowledge and skills that enable students to undertake further studies in the field of linguistics or multi-disciplinary areas involving linguistics, and apply standard methodology to the solution of problems in linguistics, including problems that emerge from both the subfields and broader interdisciplinary subfields.

6. Structure of B.A. (Programme) in Linguistics

In this section we provide contents of each course, learning outcomes of each course and references for each course. The references are not separated between essential and suggestive. It is left to the judgement of the Teacher keeping in view the availability of the relevant book(s) and other factors.

Details of Courses under Undergraduate B.A. Programme (Common Schema)

| Course | *Credits | |
|---|--------------------------|--------------------|
| | Paper+ Practical | Paper + Tutorial |
| I. Core Course (12 Papers) | 12X4= 48 | 12X5=60 |
| Two papers – English | | |
| Two papers – MIL | | |
| Four papers – Discipline 1. | | |
| Four papers – Discipline 2. | | |
| Core Course Practical / Tutorial* (12 Practicals) | 12X2=24 | 12X1=12 |
| II. Elective Course (6 Papers) | 6x4=24 | 6X5=30 |
| Two papers- Discipline 1 specific | | |
| Two papers- Discipline 2 specific | | |
| Two papers- Inter disciplinary | | |
| Two papers from each discipline of choice and two papers of interdisciplinary nature. | | |
| Elective Course Practical / Tutorials* (6 Practical/ Tutorials*) | 6 X 2=12 | 6X1=6 |
| Two papers- Discipline 1 specific | | |
| Two papers- Discipline 2 specific | | |
| Two papers- Generic (Inter disciplinary) | | |
| Two papers from each discipline of choice including papers of interdisciplinary nature. | | |
| <ul style="list-style-type: none"> • Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester | | |
| III. Ability Enhancement Courses | | |
| 1. Ability Enhancement Compulsory (2 Papers of 2 credits each) | 2 X 2=4 | 2 X 2=4 |
| Environmental Science | | |
| English Communication/MIL | | |
| 2. Ability Enhancement Elective (Skill Based) | 4 X 2=8 | 4 X 2=8 |
| (4 Papers of 2 credits each) | | |
| | Total credit= 120 | Total = 120 |
| Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own. | | |

*wherever there is a practical there will be no tutorial and vice-versa.

Semester wise distribution of Linguistics courses

| Semester | Core Course (4) | Ability Enhancement Compulsory Course (AECC) | Skill Enhancement Course (SEC) (4) | Discipline Specific Elective Course(DSE) (2) | Generic Elective (GE) (2) |
|----------|---|--|--|--|-----------------------------|
| I | DSC-1 Introduction to Linguistics | | | | |
| II | DSC-2 Elementary Phonetics and Phonology | | | | |
| III | DSC-3 Morphosyntactic processes | | SEC-1 Dialect Geography | | |
| IV | DSC-4 Language Mind and Brain | | SEC-2 Language Learning | | |
| V | | | SEC -3 Research Project on Linguistics-I | DSE -1 Language in Society | GE-1 Language and Gender |
| VI | | | SEC -4 Research Project On Linguistics–II | DSE -2 Language, History and Change | GE-2 Multilingualism |

6.1 Contents for each Course

6.2 Learning Outcomes for each Course

6.3 Suggested References for each Course

6.4 Teaching Plan and Modes of Assessment

Introduction to DSC Courses

Objectives. The DCS courses provide a comprehensive introduction to students to the various aspects of the discipline: the nature of language and various components of language structure (DSC-1); interfaces between language and Society (DSC-2); Language change and methods for reconstruction of our linguistic past (DSC-3); and the study of various kinds of pathological speech as well as sign language as a field of study within Linguistics.

Course learning outcomes. After taking the four DSC courses students would have basic understanding of the nature of human language, linguistic knowledge, linguistic structure, and language as a social-cultural and evolutionary entity.

DSC-1. INTRODUCTION TO LANGUAGE

Objectives. This course provides an introduction to the nature of language and its structure. It discusses the nature of human language and its properties with reference to both nature and nurture perspectives on language.

Course learning outcomes. The learning outcomes include basic knowledge of the structure of human language, nature and properties of human language, and essential skills in analyzing language structure.

Unit 1: Introduction to Language

- Nature of language: Language evolution, properties of human language, cognitive, social, and biological perspectives on language, spoken and signed languages.
- Language as a scientific phenomenon: Knowledge of language and how it is revealed
- Language and other areas of knowledge

Unit 2: Phonetics: Study of speech Sounds and their properties

- The relationship between words and sounds and sounds and spelling
- Sounds in languages of the world, a finite set; speech versus non-speech sounds; the reasons for the study of speech sounds? Anatomy of human speech
- Sounds and symbols, Speech production and description

Unit 3: Phonology

- Organization of speech sounds
- Phonemes, allophones, possible sequences of speech sounds in a specific language
- Phonological processes

Unit 4: Morphology and Syntactic structure

- Structure of words: Morphemes and allomorphs, morphological Processes
- Phrase structure: Words versus phrases; relationship among words
- Phrase structure of Noun Phrases, Verb Phrases, Adjectival Phrases, Prepositional Phrases
- Syntactic structure: Basic typology of syntactic structures

Suggested References:

Aitchison, Jean (1998). *The articulate mammal*. London and New York: Routledge.

Chapters: 1, 2, 3, 7, 9, 10 and 11 (Unit 1)

Akmajian, Adrian, Demers, Richard A., Farmer, Ann K., & Harnish, Robert M. (2010). *Linguistics: An introduction to language and communication*. Cambridge, Massachusetts: MIT Press.

Chapters: 1, 2, 3, 4, 5

Carnie, Andrew (2013). *Syntax: A generative introduction*. Sussex: Wiley- Blackwell.

Chapters: 1, 2, 3 (Unit 4)

Fromkin, Victoria, Rodman, Robert, & Hyams, Nina (2003). *An introduction to language*. Singapore: Thomson Wadsworth.

Chapters: 1, 3, 5, 6, 8, 9, 10 (For all Units)

Ladefoged, Peter, & Johnson, Keith (2010). *A course in phonetics*. Singapore: Wadsworth.

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Chapters: 1, 2, 6, 7, 10 (Unit 2)

Lyons, John (1981). *Language and linguistics: An introduction*. New York: Cambridge University Press.

Chapters: 1, 2, 3, 4, 10 (Unit 1 and 4)

Pinker, Steven (1994). *The language instinct*. Victoria: Penguin Books.

Chapters: 1, 2, 3 (Unit 1)

Sapir, Edward (1921). *Language*. New York: Harcourt, Brace and World, Inc.

Chapters: 9, 10, 11 (Unit 1)

Yule, George (2010). *The study of language*. Cambridge: Cambridge University Press.

Chapters: 1, 2 (Unit 1), 3 (Unit 2), 4,5 (unit 3), 7, 8 (Unit 4)

TEACHING PLAN and ASSESSMENT

The teaching will be done as per the following sequence of units equally divided across weeks:

| Unit | Weeks | Course Learning Outcomes | Teaching and Learning Activity | Assessment Tasks |
|-------------|--------------|---|---------------------------------------|-------------------------|
| 1 | 3 | Should be able to understand the concept of Language and the properties of Language | Lectures and things to do in class | Test |
| 2 | 3 | Understand the properties of human speech sounds | Lectures, videos, posters | Test |
| 3 | 3 | Should be able to identify phonemes and phonological processes | Lectures and data exercises | Test |
| 4 | 3 | Should be able to describe morphological and syntactic structures | Lectures and data exercises | Presentation |

DSC- I. Elementary Phonetics and Phonology

Objectives Building on the DSC 1, this course provides hands-on training in analyzing the phonetics and phonology of languages(s). It deals with the production of speech sounds and their descriptive and physical properties. Students learn how to transcribe and describe sounds using International Phonetic Alphabets (IPA symbols) and diacritics. Students work with a variety of languages.

Course Learning Outcomes: Basic skills in Phonetic and phonological analysis; Gain practical Knowledge of how to identify the sound inventory of a language; analyze phonetic and acoustic properties of speech sounds; identify phonological processes, and carry out phonological analysis of a given language.

Unit 1: Identification and description of different classes of speech sounds

- Perception
- Description
- Transcription

Unit 2: Physical properties of speech sounds

- Learning to record speech sounds
- Spectrograms and speech sounds
- Waveforms and speech sounds (periodic-aperiodic, simple-complex)

Unit 3: Phonological Analysis

- Phonemic contrast
- Natural classes
- Environment and distribution
- Phonological processes in specific languages

Unit 4: Non-segmental Phonological properties

- Tonal languages
- Syllable and Stress
- Phonological analysis

Suggested References:

Boersma, Paul, & Weenink, David (2004). The PRAAT Manual. <http://www.praat.org/>
<http://www.fon.hum.uva.nl/praat/>. Institute of Phonetics Sciences, University of Amsterdam.

Hayes, Bruce (2009). *Introductory phonology*. Sussex: Wiley-Blackwell. Chapters: 1, 2, 4, 6,7,13,14 (Unit 3)

Ladefoged, Peter (2002). *A course in phonetics*. Singapore: Thomson Asia Pte Ltd. Chapters: 1, 2, 6, 7, 8, 10 (Units 1, 2 and 4)

TEACHING PLAN and ASSESSMENT

The teaching will be done as per the following sequence of units divided equally across weeks:

| Unit | Weeks | Course Learning Outcomes | Teaching and Learning Activity | Assessment Tasks |
|------|-------|---|---|----------------------|
| 1 | 3 | Should be able to identify speech sounds | Lectures, demonstration, and class activities | Assignments and test |
| 2 | 3 | Knowledge of phonetic and physical properties of select speech sounds | Demonstration and teaching the use of PRAAT and phonetic analysis | Assignments and test |

| | | | | |
|---|---|---|--|----------------------|
| 3 | 3 | Distribution and organization of speech sounds | Lectures, demonstration, and data analysis | Assignments and test |
| 4 | 3 | Identification of phonological processes and their analysis | Lectures, demonstration, and data analysis | Assignments and test |

DSC-3. Morphosyntactic Processes

Objectives: This course provides hands-on training in analyzing the structure of words (Morphology) and basic syntactic structure (Syntax). The first part deals with segmentation of words into smaller units and identification of morpho-phonological processes. The second part introduces students to basic sentence structure and analysis. Students get hand-on experience in doing morphological and syntactic analysis.

Course learning outcomes. Basic skills in morphological and syntactic analysis. The learning outcomes include ability to carry out linguistic analyses of specific aspects of language structure with reference to systems of word formation and syntactic structures.

Unit 1: The Structure of Words

- Segmenting and labeling word-level constituents
- Morpho-phonological processes in Indian languages
- Productivity

Unit 2. Processes of word formation

- Inflectional processes
- Derivational processes
- Morphological Typology
- Morphological typology of languages in India

Unit 3: Syntactic structure

- Identifying Parts of Speech
- Structure, constituency, & word order
- Structure of Noun Phrases, Verb Phrases, Adjectival Phrases, Prepositional Phrases

Unit 4: Sentence structure

- Structure of simple sentences;
- Embedded clauses, complex sentences;
- Types of embeddings, role of complementizers
- Finiteness/ Non-finiteness

Suggested Reference:

Bauer, Laurie (1988). *Introducing linguistic morphology*. Edinburgh: Edinburgh University Press.

Chapters: 2, 3, 6, 7, 8 (Unit 1 & 2)

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Butt, Miriam (2017). Hindi/Urdu and Related Languages. In Jessica Coon, Diane Massam, & Lisa Demena Travis (Eds.), *The Oxford handbook of ergativity*. Oxford: Oxford University Press. (Unit 3 &4)

Farmer, Ann K., & Richard, A. Demers (2012). *A linguistics workbook*. New Delhi: PHI Learning Private Limited.

Chapters: 1, 5 (Units 1 &2)

Fromkin, Victoria (Ed.). (2000). *Linguistics*. Massachusetts: Blackwell Publishers Inc.

Chapters: 1, 2, 3 (Units 1, 2, 3)

Katamba, Francis (1993). *Morphology*. London: Macmillan.

Chapters: 1, 2, 3, 10 (Unit 1 &2)

Urdze, Aina (Ed.). (2018). *Non-prototypical reduplication*. Berlin: Mouton De Gruyter.

Chapters: 1, 2 (Unit 3 & 4)

Yule, George (2010). *The study of language*. Cambridge: Cambridge University Press.

Chapters: 5, 6 (Units 1 & 2), 8 (Unit 3 & 4)

TEACHING PLAN and ASSESSMENT

The teaching will be done as per the following sequence of units divided equally across weeks:

| Unit | Weeks | Course Learning Outcomes | Teaching and Learning Activity | Assessment Tasks |
|-------------|--------------|--|---|-------------------------|
| 1 | 3 | Should be able to understand the structure of words through segmentation | Lectures, demonstration, and data analysis activities | Assignments and test |
| 2 | 3 | Should be able to understand different word formation processes | Lectures, demonstration, and data analysis activities | Assignments and test |
| 3 | 3 | Knowledge of the basic structure of language | Lectures, demonstration, and data analysis activities | Assignments and test |
| 4 | 3 | Should be able to know the sentence structure and the types of sentence | Lectures, demonstration, and data analysis activities | Assignments and test |

DSC-4. LANGUAGE, MIND and BRAIN

Objectives This course introduces relatively less widely known and yet important aspects of human language, constituting two separate areas of study within Linguistics. Part one deals with impaired speech, which is broadly placed under the category of speech disorders arising

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from specific developments affecting the brain. The second part deals with sign languages. Just as there are natural spoken languages, there are natural sign languages spoken by communities of deaf signers.

Course learning outcomes. The learning outcomes include (i) a basic knowledge of signed languages, the use and meaning of signs and their relationship to language structure and (ii) a broad knowledge of various speech disorders and their characteristics.

Part I

- Language and the brain
- Language learning and processing
- Speech Pathology: Various kinds of speech disorders
- Analysis of impaired speech and determination of the the nature of specific kinds of speech disorders

Part II

- Spoken versus sign languages
- Sign languages as natural languages
- Understanding signs from specific sign languages
- Analyzing signs

Suggested References:

Part I

Traxler, Matthew J. (2012). *Introduction to Psycholinguistics: Understanding language science*. Wiley-Blackwell. Chapters: 1, 2, 9 13, 14

Bickerton, Derek. 1995. **Language and Human Behavior**. University of Washington Press. Chapters: 2

Carroll, David W. (1994). *Psychology of language*. California: Brooks/Cole Publishing Company.

Chapters: 1, 2, 8, 12, 13

Caplan, David (1987). *Neurolinguistics and linguistic aphasiology*. Cambridge: Cambridge University Press.

Chapters: 1, 2, 3, 11, 18

Caplan, David, Lecours, Andre Roch, & Smith, Alan (Eds.). (1984). *Biological perspectives on language*. Cambridge, Massachusetts: MIT Press.

Chapters: 1, 2, 3, 6, 11, 12

Crystal, David (2006). *How language works*. Victoria: Penguin Books. Chapters: 25, 26

Part II

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Baker, Anne, Bogaerde van den, Beppie, Pfau, Roland, and Schermer, Trude (Eds.).(2016). *The Linguistics of Sign Languages: An introduction*. Amsterdam/Philadelphia: John Benjamins. Chapters: 1,5, 6, and 7.

Devy, G.N., Bhattacharya, Tanmoy, Grover, Nisha, & P.K. Randhawa, Surinder (Eds.). (2014). *Indian sign languages. PLSI, Volume 38*. Hyderabad: Orient Blackswan. Chapters: 1, 2, 10, 15, 16, 17

Stokoe, William C. (2001). Sign language versus spoken language. *Sign Language Studies*, 1(4), 407-425.

Swisher, M. Virginia (1988). Similarities and differences between spoken languages and natural sign languages. *Applied Linguistics*, 9 (4), 343-356.

Yule, George (2010). *The study of language*. Cambridge: Cambridge University Press.

Chapter: 15

TEACHING PLAN and ASSESSMENT

The teaching will be done as per the following sequence of units divided equally across weeks:

| Part | Weeks | Course Learning Outcomes | Teaching and Learning Activity | Assessment Tasks |
|------|--------------------------------------|--|--------------------------------|----------------------|
| I | 6 [divided equally among four units] | Knowledge of impaired speech, types of impairment, and analysis of impaired speech | Lectures + videos + diagrams | Assignments and test |
| II | 6 [divided equally among four units] | Sign language and its structure; communication | Lectures and demonstration | Assignments and test |

INTRODUCTION TO SEC COURSES

Objectives. The SEC courses have broader objectives: improve research aptitude, learn how to carry out independent research and acquire better understanding of language and society. SCE (3 and 4) courses prepare students to undertake research and analysis oriented projects for further enhancing their knowledge with a view to acquiring practical knowledge of how to do things. Accordingly, the two courses on research-oriented projects provide an opportunity—rare in the Indian system of education—to students to undertake independent research, think creatively and learn by focusing on a specific research issue. Students will be judged based on their research and research presentation. SEC (1 & 2) are useful because of their interdisciplinary nature.

Course learning outcomes. The learning outcomes include ability to be able to apply the theoretical knowledge gained to specific research questions/ issues etc. This knowledge would then prepare students to extend this to other allied areas.

SEC -1. DIALECT GEOGRAPHY

Objectives: This course introduces students to geographic variation in language and what gives rise to linguistic diversity. A language is pluralistic in nature and there exists numerous varieties of any language.

Course learning outcomes. The learning outcomes include ability to understand language variations in space; knowledge of linguistic varieties and how such varieties emerge.

Unit 1:

- Language in space: Language as a bundle of varieties
- Spatial diffusion of language
- Relationship among varieties
- Linguistic continuums and sharp boundaries

Unit 2:

- Geographic variation
- Speech varieties of English
- Speech varieties of Indian Languages (select one language each from the Indo-Aryan, Dravidian, and Tibeto-Burman language groups).
- Discovering geographic variation

Unit 3:

- Mapping language in space
- Maps and atlases
- Word geography
- Phonological features of language varieties

Unit 4:

- Models of linguistic diffusion: Wave, gravity, cascade
- Perceptual dialect geography
- Factors that give rise to geographic diversity
- Geographic variation in India

Suggested Reference:

Bailey, G., et al. 1993. Some patterns of linguistic diffusion. *Language Variation and Change* 5: 359-390.

Boberg, C. 2005. The North American Regional Vocabulary Survey: Renewing the study of lexical variation in North American English. *American Speech* 80/1: 22-60.

Freeborn, Dennis, Peter French, and David Langford. (1993). *Varieties of English*. Houndsmill and London: MacMillan Press.
Chapters: 1, 2, and 3

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Labov, W. 1991. The three dialects of English. In P. Eckert (ed.), *New Ways of Analyzing Sound Change*, New York: Academic Press, 1-44. Clarke, S., F. Elms and A. Youssef. 1995. The third dialect of English: Some Canadian evidence. *Language Variation and Change* 7: 209-228.

Moulton, W. 1962. Dialect geography and the concept of phonological space. *Word* 18: 23-32.

Trudgill, P. 1974. Linguistic change and diffusion: Description and explanation in sociolinguistic dialect geography. *Language in Society* 3: 215-246

TEACHING and ASSESSMENT PLAN

The teaching will be done as per the following sequence of units divided equally across weeks:

| Unit | Weeks | Course Learning Outcomes | Teaching and Learning Activity | Assessment Tasks |
|-------------|--------------|---|---------------------------------------|-------------------------|
| 1 | 3 | Should be able to know different varieties of language | Lectures + diagrams | Test |
| 2 | 3 | Should be able to know speech varieties of English and Indian languages | Lectures | Test |
| 3 | 3 | Should be able to understand World geography | Lectures | Test |
| 4 | 3 | Should be able to understand different factors of dialect geography | Lectures | Test |

SEC-2. LANGUAGE LEARNING

Objectives: An important part of understanding the nature and structure of human language is knowledge of how languages are acquired naturally in monolingual and bilingual environments. The course introduces students to various aspects of how children and adults acquire languages naturally.

Course learning outcomes. The learning outcomes include knowledge of how languages are acquired in various natural settings and how different external factors influence learning outcomes.

Unit 1: When and how do children acquire language?

Unit 2: Becoming bilingual

Unit 3: **Mobility and language acquisition**

Unit 4: **Language learning and language change**

Suggested Reference:

Akmajian, Adrian, Demers, Richard A., Farmer, Ann K., & Harnish, Robert M. (2010). *Linguistics: An introduction to language and communication*. Cambridge, Massachusetts: MIT Press.

Chapters: 7, 8, 11

Auer, Peter, & Wei, Li (Eds.). (2007). *Handbook of multilingualism and multilingual communication* New York: Mouton De Gruyter.

Chapters: 1, 2, 4, 5

Carroll, David W. (1994). *Psychology of language*. California: Brooks/Cole Publishing Company.

Chapters: 10, 11, 12

Caplan, David, Lecours, Andre Roch, & Smith, Alan (Eds.). (1984). *Biological perspectives on language*. Cambridge, Massachusetts: MIT Press.

Chapters: 5

Gass, Susan M. (2013) *Second language acquisition: An introductory course*. UK: Taylor and Francis.

Hoffmann, Charlotte (2014). *Introduction to bilingualism*. New York: Routledge.

Chapters: 1, 2, 3, 5

Saville-Troike, Muriel (2006/2010). *Introducing second language acquisition*. Cambridge: Cambridge University Press.

TEACHING PLAN and ASSESSMENT:

The teaching will be done as per the following sequence of units divided equally across weeks:

| Unit | Weeks | Course Learning Outcomes | Teaching and Learning Activity | Assessment Tasks |
|-------------|--------------|---|---------------------------------------|-------------------------|
| 1 | 3 | Knowledge of: Language acquisition process | Lectures | Assignments and test |
| 2 | 3 | Bilingualism and becoming bilingual | Lectures | Assignments and test |
| 3 | 3 | Impact of Mobility on language acquisition | Lectures | Assignments and test |

| | | | | |
|---|---|--|----------|----------------------|
| 4 | 3 | Issues relating to language learning and language change | Lectures | Assignments and test |
|---|---|--|----------|----------------------|

SEC-3. RESEARCH PROJECT ON LINGUISTICS-I

Objectives The best way to learn Linguistics is to work on a language. This course provides an opportunity to students to undertake guided research project(s) on any aspect of a particular language/speech community based on the courses they have taken.

Course learning outcomes. The learning outcomes include practical training in carrying out a research project in any aspect of language right from planning and execution to presenting findings.

Unit 1: Selection of a language and formulation of a research idea

Unit 2: Gathering materials to address the research idea

Unit 3: Analysing language materials

Unit 4: Evaluating findings and writing a report or term paper

Suggested Reference:

The same references as suggested for the DSC and Sec courses would be utilized. Specific chapters would be selected by the concerned teacher depending on the research topic.

TEACHING PLAN and ASSESSMENT

The teaching will be done as per the following sequence of units divided uniformly across weeks:

Note. The following is based on phonetic and phonological analysis. The topics and the activities in columns 3 and 4 can vary.

| Unit | Weeks | Course Learning Outcomes | Teaching and Learning Activity | Assessment Tasks |
|-------------|--------------|---|---|---|
| 1 | 3 | Should be able to build up a research idea for the selection of the language Specific outcome: building an inventory of speech sounds | Demonstration Guiding how to identify speech sounds | Step 1(inventory of sounds) Research assignments Submission of report-I |
| 2 | 3 | Should be able to gather materials to address the research idea | Demonstration and teaching the use of PRAAT and phonetic analysis | Step 2 (analysis of speech sound) Research assignments |

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|---|---|--|--------------------------------|--|
| | | Specific outcome: Knowledge of phonetic and physical properties of select speech sounds | | Submission of report II and viva |
| 3 | 3 | Should be able to analyze the language materials: Distribution and organization of speech sounds | Teaching/ Guiding how to do it | Step -1 (Identify phonemes and allophones) Research assignments Submission of report-1 |
| 4 | 3 | Identification of phonological processes and their analysis Should be able to evaluate findings and writing a report/term paper | Teaching/ Guiding how to do it | Step 2 (Phonological analysis) Research assignments Submission of report-II and Presentation |

SEC-4. RESEARCH PROJECT ON LINGUISTICS–II

Objectives This course provides another opportunity to students to undertake a guided research project on any aspect of a particular language or speech community based on the courses they have taken. The students may use this course to advance their research on a topic that they have already researched in DSE-1 or undertake new research on a different topic/area.

Course learning outcomes. The learning outcomes include practical training in carrying out a research project in any aspect of language, right from planning to execution to presenting findings.

Unit 1: Selection of a language and formulation of a research idea

Unit 2: Gathering materials to address the research idea

Unit 3: Analysing language materials

Unit 4: Evaluating findings and writing a report/ term paper

Suggested References:

Any of the references provided above for DSC and SEC courses and as advised by the concerned teacher depending on the research topic.

TEACHING PLAN and ASSESSMENT

The teaching will be done as per the following sequence of units divided uniformly across weeks:

Note. The following is based on morphological and syntactic analysis. The topics and accordingly, the activities in columns 3 and 4, can vary.

| Unit | Weeks | Course Learning Outcomes | Teaching and Learning Activity | Assessment Tasks |
|-------------|--------------|---|---|---|
| 1 | 3 | Should be able to build up a research idea for the selection of the language Specific outcome: understand the structure of words in a given language | Guidance in how to do it step by step | Step -1(identify and analyze morphemes and allomorphs, word classes) Research assignment(s) Submission of report-I |
| 2 | 3 | Should be able to gather materials to address the research idea Specific outcome: identify and analyse word formation processes | Guidance in morphological analysis | Step 2 (identification of Morphological processes) Research assignments Submission of report II and viva |
| 3 | 3 | Should be able to analyze the language materials (specific outcome Knowledge of the basic Constituents, phrase structure) | Guidance in how to do it with reference to a given language | Step -1 Identification of parts of speech, constituents and phrase structures) Research assignments Submission of report-1 |
| 4 | 3 | know the sentence structure and the types of sentence Should be able to evaluate findings and writing a report/term paper | Guidance in how to do it with reference to a given language | Step 2 (identifying and analyzing various syntactic structures) Research assignments Submission of report-II and Presentation |

INTRODUCTION TO DSE COURSES

Objectives: The two DSC courses contribute further to the disciplinary knowledge by relating language to its social context (DSE 1) and by relating language to history and change (DSE 2)

Course learning outcomes. The learning outcomes include understanding of language and its interfaces with time and social space.

DCE- 1. LANGUAGE IN SOCIETY

Objectives: The course focuses on the study of language in its social context. It familiarizes with basic notions and concepts relating to social perspectives on language as well as evolutionary nature of language. It includes interrelationship of Language and society, different ways of speaking and linguistic diversity.

Course learning outcomes. The learning outcomes include basic knowledge of the language as a social and cultural entity, its dynamic nature and how various external factors influence language.

Unit 1: Language, communication, gossip and socialization.

- Social origins of language
- Language and social interaction
- Cross-cultural and cross-linguistic communication
- Language indexes social identity

Unit 2: Linguistic diversity

- Language-dialect-register.
- Standard languages and vernaculars
- Language as a speech variety
- Attitudes towards language and their speakers; prestige and stigma associated with different ways of speaking
- Plurality of language

Unit 3: Methodology for studying language in social context

- Observing language use; the Observer's Paradox
- How speakers use language to construct styles and adapt their language to different audiences and social contexts.
- Accommodation and influence: People mutually influence each other's speech.

Unit 4: Social differentiation of speech

- How language and society affect each other
- Language and social class, ethnicity, and gender.
- Differentiation in individual, group and family.

Suggested References:

Chambers, J. K., Trudgill, Peter, & Schilling-Estes, Natalie (2004). *The handbook of language variation and change*. Oxford: Blackwell Publishing.

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Chapters: 15, 16, 17, 18, 19, 20, 21, 22, 23

Holmes, Janet, & Wilson, Nick (2017). *An introduction to sociolinguistics*. Oxon: Routledge.
Chapters: 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 15

Labov, William (1972). *Sociolinguistic patterns*. Philadelphia: University of Pennsylvania Press.

Chapters: 1, 2, 3, 4, 5

Meyerhoff, Miriam (2011). *Introducing sociolinguistics*. Oxon: Routledge.

Montgomery, Martin (2008). *Introduction to language and society*. Oxon: Routledge.

Chapters: 3, 4, 7, 8, 10

Romaine, Suzanne (2000). *Language in society: An introduction to sociolinguistics*. Oxford: Oxford University Press.

Chapters: 1, 2, 3, 4, 5

Tagliamonte, Sali A. (2012). *Variationist sociolinguistics: Change, observation, interpretation*. Oxford: Wiley-Blackwell.

Chapters: 1, 2, 12

Trudgill, Peter (2000). *Sociolinguistics: An introduction to language and society*. London: Penguin Books.

Chapters: 1, 2, 3, 5, 6, 9

Wardhaugh, Ronald (2010). *An introduction to sociolinguistics*. Oxford: Wiley-Blackwell.

Chapters: 1, 2, 5

TEACHING PLAN and ASSESSMENT

The teaching will be done as per the following sequence of units, divided equally across weeks:

| Unit | Weeks | Course Learning Outcomes | Teaching and Learning Activity | Assessment Tasks |
|-------------|--------------|--|---------------------------------------|--|
| 1 | 3 | Knowledge of basic concepts: Language as a social and cultural construct | Lecture | Test |
| 2 | 3 | Knowledge of linguistic diversity | Lectures | Assignments |
| 3 | 3 | Methodology for observing language in use | Lectures | Things to do: field group project activities |
| 4 | 3 | Social differentiation of speech | Lectures | Test |

DSE-2. LANGUAGE, HISTORY AND CHANGE

Objectives The course introduces students to the idea that languages have histories and they have evolved over time through various processes of language change. History of a language can be studied with the help of earlier written records and through the Comparative Method.

Course learning outcomes. The learning outcomes include basic knowledge of the evolutionary nature of language, genetic relationships among languages and the nature of specific changes.

Unit 1: Language origin

- Writing and history
- The first language?
- What is language change?
- How and why do languages change?

Unit 2: How are languages of the world related?

- World's language families
- Language families in India
- Language isolates.

Unit 3: Evidence for genetic similarities through lexical comparisons

- The Indo European language family
- Language families in India
- Types of language change

Unit 4: Language contact and borrowings

- Munda words in Sanskrit
- Sanskrit words in Indian languages and semantic shifts
- Persian and Arabic words across languages
- Non-Indo Aryan words in Indo-Aryan languages
- Pidgins and Creoles

Suggested References:

Campbell, Lyle (1999). *Historical linguistics: An introduction*. Cambridge, Massachusetts: MIT Press. Chapters: 1, 3, 5, 6, 9, 10, 15

Cardona, George, & Jain, Dhanesh (2003). General introduction. In George Cardona & Dhanesh Jain, (Eds.), *The Indo Aryan languages*. New York: Routledge.

Crowley, Terry, & Bower, Claire (2010). *An introduction to historical linguistics*. New York: Oxford University Press. Chapters: 1, 5, 6, 14

Crystal, David (2006). *How language works*. Victoria: Penguin Books. Chapters: 17, 18, 20, 21, 52, 53, 54, 55, 56, 57

Kachru, Braj B., Kachru, Yamuna, & Sridhar, S.N. (Eds.). (2008). *Language in South Asia*. New York: Cambridge University Press. Chapters: 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 21, 22, 23

TEACHING PLAN and ASSESSMENT

The teaching will be done as per the following sequence of units equally divided across weeks:

| Unit | Weeks | Course Learning Outcomes | Teaching and Learning Activity | Assessment Tasks |
|------|-------|--|--|------------------|
| 1 | 3 | Knowledge of the evolutionary nature of language | Lectures | Test |
| 2 | 3 | The concept of genetic relationship | Lectures and demonstrations; Data solving exercises | Assignments |
| 3 | 3 | Using cognates to study genetic relationships | Lectures and demonstrations; Data solving exercises | Assignments |
| 4 | 3 | Similarities due to contact and borrowings | Lectures and demonstrations; Data solving exercises | Assignments |

Introduction to GE courses

Objectives Considering that the students who study Linguistics at the undergraduate level (currently offered in a single college of the University as a major), also study other majors from social sciences and considering that Language has interfaces with most social science disciplines (but not limited to social sciences alone), the GE courses offer even wider perspectives- which students from other streams will find useful.

Course Learning Outcomes: Sensitizing students towards interdisciplinary nature of 'Language and Linguistics'; its interfaces with social sciences in general, and social lives of language.

GE-1. LANGUAGE AND GENDER

Objectives This course introduces students to various issues involved in language and gender. For example: Do men and women speak differently? How does language relate to assumptions about the marginalized status of women in the linguistic market?

Course learning outcomes. The learning outcomes include overcoming gender based linguistic and cultural biases and understanding men and women as important constituents of a speech community.

Unit 1: Gender as a social construct, as non-binary; myths and gender stereotypes

Unit 2: Do men and women speak differently?

Unit 3: **Gender, language and society**

Unit 4: **Women as linguistic innovators and leaders of language change**

Suggested References:

Coates, Jennifer (2016). *Women, men and language: A sociolinguistic account of gender differences in language*. New York: Routledge. (Part 1)

Eckert, Penelope, & McConnell-Giney, Sally (2003). *Language and gender*. Cambridge: Cambridge University Press.
Chapters: 1, 2, 4, 5, 7

Lakoff, Robin (1973). Language and Woman's place. *Language in Society*, 2 (1), 45-80.

TEACHING PLAN and Assessment

The teaching will be done as per the following sequence of units:

| Unit | Weeks | Course Learning Outcomes | Teaching and Learning Activity | Assessment Tasks |
|-------------|--------------|--|---------------------------------------|------------------------------|
| 1 | 3 | Understanding gender as a social-cultural construct | Lectures | Research assignment and test |
| 2 | 3 | Understanding men and women's speech | Lectures | Research assignment and test |
| 3 | 3 | Should be able to understand the concept of language and gender across societies | Lectures | Research assignment and test |
| 4 | 3 | Knowledge of gender and language change | Lectures | Research assignment and test |

GE-2. MULTILINGUALISM

Objectives The world is increasingly becoming more and more multilingual and multicultural due to urbanization and mobility. India has a long history of multilingualism- both literary and oral. This course therefore introduces students to the nature of multilingualism with special reference to India and the nature of relationship between languages.

Course learning outcomes. The learning outcomes include sensitizing students towards the pluralistic nature of language; the linguistic realities of a multilingual India and how this makes our linguistic experience in India different from many other parts of the world.

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Unit 1: **Multiple voices**

Unit 2: **Becoming multilingual**

Unit 3: **Multilingualism and translanguaging**

Unit 4: **Studying multilingual speech**

Suggested Reference:

Annamalai, E. (2001). *Managing multilingualism in India: Political and linguistic manifestations*. (Series on Language & Development) New Delhi: Sage.
Chapters: 1, 2, 3, 4, 5, 7, 8, 9, 11, 12, and, 13.

Auer, Peter, & Wei, Li (Eds.). (2007). *Handbook of multilingualism and multilingual communication*. York: Mouton De Gruyter.
Chapters: 11, 12, 15, 16, 17, 18, 22

Hoffmann, Charlotte (2014). *Introduction to bilingualism*. New York: Routledge.
Chapters: 8, 9, 10

Myers-Scotton, Carol (2006). *Multiple voices*. Massachusetts: Blackwell.

Sharma, J.C. (2001). Multilingualism in India. *Language in India, Volume 1*.

Srivastava, R. N. (1984). Linguistic minorities and national language. In Florian Coulmas, (Ed.), *Linguistic minorities and literacy*. The Hague: Mouton.

Satyanath, Shobha (2015). Editorial. *Asia Pacific Language Variation*. 1(1), 1- 6. DOI: 10.1075/aplv.1.1.001ed

Satyanath, Shobha and Sharma Richa. (2016). *The growth of English in Delhi: New perspectives in a multilingual setting*. In Singh, Jaspal, Argyro Kantara and Dorottya Cserzö (Eds.), *Downscaling Culture: Revisiting Intercultural Communication* (pp. 192-227). Newcastle: Cambridge Scholars.

TEACHING PLAN and ASSESSMENT

The teaching will be done as per the following sequence of units divided uniformly across weeks:

| Unit | Weeks | Course Learning Outcomes | Teaching and Learning Activity | Assessment Tasks |
|------|-------|--|----------------------------------|------------------------------|
| 1 | 3 | Should be able to understand multiple voices | Lectures and in-class activities | Research assignment and test |

| | | | | |
|---|---|---|----------------------------------|------------------------------|
| 2 | 3 | Should be able to recognise multilingual features | Lectures and in-class activities | Research assignment and test |
| 3 | 3 | Should be able to understand the concept of multilingualism and translanguaging | Lectures and in-class activities | Research assignment and test |
| 4 | 3 | Should be able to study multilingual speech | Lectures and in-class activities | Research assignment and test |

7. Teaching-Learning Process

The teaching of Linguistics generally involve lectures, demonstrations, and practicums. Classes are interactive and students are expected to learn as much from practicing in the classroom as from lectures and demonstrations. The program includes skill-enhancements courses, which provide hands-on training in linguistic analysis.

The programme of study in Linguistics is designed to encourage growth in knowledge of the discipline. Therefore, keeping in view the academic and professional skills required for Linguistics-based professions and jobs, learning experiences should be designed and implemented to foster active participative learning. Development of practical skills will constitute an important aspect of the teaching-learning process. A variety of approaches to the teaching-learning process, including lectures, seminars, tutorials, workshops, peer teaching and learning, practicum and project-based learning, field-based learning, a substantial laboratory-based practical component and experiments, open-ended project work, analysis of data, technology-enabled learning, internship in industry and research establishments etc. must be adopted to achieve this. Problem-solving skills and higher-order skills of reasoning and analysis will be encouraged through teaching strategies.

8. Assessment Methods

The assessment of students' achievement in Linguistics will be aligned with the learning outcomes and the academic and professional skills that the programme is designed to develop. A variety of assessment methods that are appropriate within the disciplinary area of Linguistics will be used. These include weekly class tests/assignment, oral and written examinations, closed-book and open-book tests; problem-solving exercises, practical assignments,

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observation of practical skills, individual and group project reports, seminar presentations, research papers, and viva voce interviews.

Emphasis is especially recommended on the following which require critical thinking and research: Practical assignments based on problem-solving and analytical exercises; undertaking research and writing research assignments and research papers; group research surveys and survey reports about methods, data and outcomes.

The final Assessment will be based in general on 30% internal assessment and 70% end of semester examination. In the case of research projects, the written exam may be replaced by a research paper plus a paper presentation and/or viva-voce.

9. Keywords

Linguistics, human language, language and mind, language in society, phonetics, phonology, signed and spoken language, language and gender, multilingualism, syntactic structure, morphology, impaired speech