

**CURRICULUM FRAMEWORK - 2024
BASED ON
NATIONAL EDUCATION POLICY (NEP) -2020**

**Department of Linguistics
Faculty of Arts
Banaras Hindu University, Varanasi**



**Revised Syllabus as approved by
Academic Council
Executive Council**

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Preamble

Language is a ubiquitous aspect of mankind and humans have been using language to communicate with each other for a long period of time. For the better understanding of language, one must have the basic knowledge of Linguistics. Linguistics establishes the base for language and mind, language and society, language variation, language learning and so on and so forth. Linguistics is the scientific study of languages and the different aspects of languages. We find Linguistics in all walks of life and students from different academic fields like Journalism, Education, History, Literature, Computer Science, Psychology etc. can be benefited from learning Linguistics. Linguistics has played a vital role in applied science in the field of Natural Language Processing, Artificial Intelligence, Criminal Investigation, Language Pathology and Information Technology.

The National Education Policy (NEP) 2020 is focused on the overall development of the students. It offers many multidisciplinary/interdisciplinary courses that will enable the all round development of the student. It recognises, identifies and fosters the unique capabilities of each student to promote her/his holistic development. The NEP 2020 is flexible so that the learners can choose the programmes of their choice.

The restructured courses of B.A. in Linguistics are offered at the Department of Linguistics, Faculty of Arts, Banaras Hindu University in accordance with the CBCS system. It offers courses in all the major areas of Linguistics, including Syntax, Typology, Semantics, Pragmatics, Forensic Linguistics, Computational Linguistics, Natural Language Processing, Clinical and Psycho-linguistics etc. The Department of Linguistics, Banaras Hindu University aspires to carry forward the great legacy of Banaras Hindu University of providing affordable and quality education along with the ethics and values of its righteous founder Pandit Madan Mohan Malviya. Our vision is to enhance our reputation as a world-class teaching and research institution which is recognised for its innovation, excellence and discovery, and attracts the best students and staff.

The following is the new restructured, revised syllabus.

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 based approach to Curriculum Planning

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 Undergraduate 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).

Committee on Curriculum & Credit Framework for Undergraduate Programme in Linguistics

Members of the Committee of Courses:

Chairman:

1. Dr. Abhinav Kumar Mishra, Head, Department of Linguistics, Faculty of Arts, BHU

Internal Members:

1. Dr. Praveen Gatla, Asst. Professor, Dept. of Linguistics, Faculty of Arts, BHU
2. Dr. Yogesh Vijay Umale, Asst. Professor, Dept. of Linguistics, Faculty of Arts, BHU
3. Dr. Udoyan Banerji, Asst. Professor, Dept. of Linguistics, Faculty of Arts, BHU
4. Dr. Arun Kumar, Asst. Professor, Dept. of Linguistics, Faculty of Arts, BHU

External Members

Prof. Pradeep Kumar Das, Chairperson, Centre for Linguistics, JNU, New Delhi

Prof. M. J. Warsi, Chairperson, Department of Linguistics, AMU, Aligarh

Student Nominees/Invitees/Co-opted Members

1. Supriya Chauhan, Research Scholar, Department of Linguistics, Faculty of Arts, BHU
2. Jyoti Kumari, Research Scholar, Department of Linguistics, Faculty of Arts, BHU
3. Harsh Kumar, Research Scholar, Department of Linguistics, Faculty of Arts, BHU
4. Vineet Kumar, Research Scholar, Department of Linguistics, Faculty of Arts, BHU
5. Iram Ali Ahmad, Research Scholar, Department of Linguistics, Faculty of Arts, BHU
6. Dhananjay Kr. Tiwari, Research Scholar, Department of Linguistics, Faculty of Arts, BHU
7. Sharwan Kumar, Research Scholar, Department of Linguistics, Faculty of Arts, BHU

National Education Policy (NEP) 2020: An Introduction

Introduction

The National Education Policy (NEP) 2020 (hereafter referred to as NEP or Policy) recognizes that higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. It notes that “given the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals”.

The NEP 2020 states, “Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently shown positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning”.

Further, it also recommends that “the undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a UG certificate after completing 1 year in a discipline or field including vocational and professional areas, or a UG diploma after 2 years of study, or a Bachelor’s degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student”.

In accordance with the NEP 2020, the UGC has formulated a new student-centric “Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)” incorporating a flexible choice-based credit system, multidisciplinary approach, and multiple entry and exit options. This will facilitate students to pursue their career path by choosing the subject/field of their interest.

Anchors to the National Education Policy (NEP) 2020

NEP principles that have a bearing on the curricular thrusts at different stages of higher education. The NEP highlights certain fundamental principles that would guide both the education system at large, as well as individual educational institutions. The principles that have a direct bearing on the curricula for different levels of higher education include:

1. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development;
2. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
3. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
4. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world;
5. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience;
6. Extensive use of technology in teaching and learning, to overcome language barriers,

- increasing access for Divyang students, and educational planning and management;
7. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy;
 8. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.
 9. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

Transformative initiatives that have a bearing on the undergraduate education The NEP 2020 envisages several transformative initiatives in higher education. These include:

- Introducing holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical, and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field (s) of learning.
- Adoption of flexible curricular structures in order to enable creative combinations of disciplinary areas for study in multidisciplinary contexts that would also allow flexibility in course options that would be on offer to students, in addition to rigorous specialization in a subject or subjects.

Undergraduate programmes of either 3 or 4 year duration, with multiple entry and exit points and re-entry options, with appropriate certifications such as:

- A UG certificate after completing 1 year (2 semesters) of study in the chosen fields of study.
- A UG diploma after 2 years (4 semesters) of study.
- A bachelor's degree after a 3-year (6 semesters) programme of study.
- A 4-year bachelor's degree (honors) after eight semesters programme of study. If the student completes a rigorous research project in their major area(s) of study in the 4th year of a bachelor's degree (honors with research).
- The 4 year bachelor's degree programme is considered a preferred option since it would provide the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.
- Inclusion of credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.
- Environment education to include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
- Value-based education includes the development of humanistic, ethical, Constitutional, and universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, and life skills.
- Lessons in service and participation in community service programmes to be an integral part of holistic education.
- Global Citizenship Education and education for sustainable development to form an integral part of the curriculum to empower learners to become aware of and understand global and sustainable development issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.
- Students to be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with

the practical side of their learning and, as a by-product, further improve their employability.

Reorienting teaching programmes to ensure the development of capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as vocational subjects. This would involve offering programmes/courses of study relating to Languages, Literature, Music, Philosophy, Art, Dance, Theatre, Statistics, Pure and Applied Sciences, Sports, etc., and other such subjects needed for a multidisciplinary and stimulating learning environment. Preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

Curriculum Framework

The **new curriculum framework** will have the following features:

1. Flexibility to move from one discipline of study to another;
2. Opportunity for learners to choose the courses of their interest in all disciplines; iii. Facilitating multiple entry and exit options with UG certificate/ UG diploma/ or degree depending upon the number of credits secured;
3. Flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning;
4. Flexibility to switch to alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning).

Regulations for Academic Bank of Credit (ABC) and guidelines for Multiple Entry and Exit are already in place to facilitate the implementation of the proposed “Curriculum and Credit Framework for Undergraduate Programmes”.

Definitions, Eligibility, and Duration of the Programme, Semester and Credits:

- A semester comprises 90 working days and an academic year is divided into two semesters.
- A summer term is for eight weeks during summer vacation. Internship/apprenticeship/work-based vocational education and training can be carried out during the summer term, especially by students who wish to exit after two semesters or four semesters of study. Regular courses may also be offered during the summer on a fast-track mode to enable students to do additional courses or complete backlogs in coursework. The HEIs can decide on the courses to be offered in the summer term depending on the availability of faculty and the number of students.

Major and Minor disciplines:

Major discipline is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of total credits) through core courses in the major discipline. Minor discipline helps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing an Economics major obtains a minimum of **12 credits** from a bunch of courses in Statistics, then the student will be awarded B.A. degree in Economics with a Minor in Statistics.

Awarding UG Certificate, UG Diploma, and Degrees UG Certificate:

Students who opt to exit after completion of the first year and have secured **40 credits** will be awarded a UG certificate if, in addition, they complete one vocational course of **4 credits** during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

UG Diploma: Students who opt to exit after completion of the second year and have secured **80 credits** will be awarded the UG diploma if, in addition, they complete one vocational course of **4 credits** during the summer vacation of the second year. These students are allowed to **re-enter** within a **period of three years** and complete the degree programme within the **maximum period of seven years**.

3-year UG Degree: Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing **120 credits** and satisfying the minimum credit requirement as given in table 2 (Section 5).

4-year UG Degree (Honors): A four-year UG Honors degree in the major discipline will be awarded to those who complete a four-year degree programme with **160 credits** and have satisfied the credit requirements as given in table 2 in Section 5.

4-year UG Degree (Honors with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research **project/dissertation** will be in the major discipline. The students who secure **160 credits**, including **12 credits** from a **research project/dissertation**, are awarded UG Degree (Honors with Research).

Infrastructure Requirement: The Departments offering a 4-year UG Degree (Honors with Research) must have the required infrastructure such as the library, access to journals, computer lab and software, laboratory facilities to carry out experimental research work, and at least two permanent faculty members who are recognized as Ph.D. supervisors. The Departments already recognized for conducting the Ph.D. programme may conduct a 4-year UG Degree (Honors with Research) without obtaining any approval from the affiliating University.

UG Degree Programmes with Single Major: A student has to secure a minimum of **50% credits** from the **major discipline** for the **3-year/4-year UG degree** to be awarded a **single major**. For example, in a 3-year UG programme, if the total number of credits to be earned is **120**, a student of Physics with a minimum of **60 credits** will be awarded a **B.Sc. in Physics** with a single major. Similarly, in a **4-year UG programme**, if the total number of credits to be earned is **160**, a student of Physics with a minimum of **80 credits** will be awarded a B.Sc. (Hons./Hon. With Research) in Physics in a **4-year UG programme** with a single major.

UG Degree Programmes with Double Major: A student has to secure a minimum of **40% credits** from the **second major discipline** for the **3-year/4-year UG degree** to be awarded a **double major**. For example, in a **3-year UG programme**, if the total number of credits to be earned is **120**, a student of Physics with a minimum of **48 credits** will be awarded a **B.Sc. in Physics** with a **double major**. Similarly, in a **4-year UG programme**, if the total number of credits to be earned is **160**, a student of Physics with a minimum of **64 credits** will be awarded a B.Sc. (Hons./Hon. With Research) in Physics in a **4-year UG programme** with **double major**.

Interdisciplinary UG Programmes: The credits for core courses shall be distributed among the constituent disciplines/subjects so as to get core competence in the interdisciplinary programme.

For example, a degree in Econometrics requires courses in economics, statistics, and mathematics. The total credits to core courses shall be distributed so that the student gets full competence in Econometrics upon completion of the programme. The degree for such students will be awarded as B.Sc. in Econometrics for a **3-year UG programme** or B.Sc. (Honors) / B.Sc. (Honors with Research) in Econometrics for a **4-year UG programme**.

Multidisciplinary UG Programmes: In the case of students pursuing a multidisciplinary programme of study, the credits to core courses will be distributed among the broad disciplines such as Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc., For example, a student who opts for a UG program in Life sciences will have the total credits to core courses distributed across Botany, Zoology and Human biology disciplines. The degree will be awarded as **B.Sc. in Life Sciences** for a **3-year programme** and B.Sc. (Honors) in Life Sciences or B.Sc. (Honors with Research) for a **4-year programme** without or with a research component respectively.

The statutory bodies of the Universities and Colleges such as the **Board of Studies** and **Academic Council** will decide on the list of courses under major category and credit distribution for double major, interdisciplinary and multidisciplinary programmes.

Credit hours for different types of courses

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

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

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

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

A **one-credit** of Seminar or Internship or Studio activities or Field practice/projects or Community engagement and service means two-hour engagements per week. Accordingly, in a semester of **15 weeks** duration, one credit in these courses is equivalent to **30 hours of engagement**.

A course can have a combination of lecture credits, tutorial credits, and practicum credits. For example, a **4-credit course** with three credits assigned for lectures and one credit for practicum shall have three **1-hour lectures** per week and one **2-hour** duration field-based learning/project or lab work, or workshop activities per week. In a semester of **15 weeks** duration, a **4-credit** course is equivalent to 45 hours of lectures and 30 hours of practicum. Similarly, a 4 –credit course with **3- credits** assigned for lectures and one credit for tutorial shall have three 1-hour lectures per week and one **1-hour** tutorial per week. In a semester of **15 weeks** duration, a four-credit course is equivalent to **45 hours** of lectures and **15 hours** of tutorials.

Department of Linguistics, BHU: A Profile

The Department of Linguistics, Faculty of Arts, BHU was established in 1972 jointly with Sanskrit, Hindi and English departments. It offers courses in all the major areas of Linguistics including Syntax, Typology, Semantics, Pragmatics, Forensic Linguistics, Computational Linguistics, Natural Language Processing, Sociolinguistics, Clinical and Psycho-linguistics etc. The department offers three courses viz. B.A. in Linguistics, M.A. in Linguistics and Ph.D. in Linguistics. Our department presents a good example of *Unity in Diversity*. In our department, faculties come from different states and from all over India (Bihar, West Bengal, Haryana, Maharashtra, Telangana). They represent their respective ethnicity, culture, languages etc. Faculties are multilingual and extensively work in order to enrich their mother tongue and they also encourage the researchers and students to work for their respective mother tongues. Our faculties are specialized in various field of Applied Linguistics apart from Theoretical Linguistics like Forensic Linguistics, Computational Linguistics, Translation Studies, Clinical Linguistics, Linguistic Typology, Cognitive Linguistics, Sociolinguistics, Psycholinguistics, Historical Linguistics etc. Faculties are also engaged in various projects viz. UGC-Major Research Project, Incentive Grant, Seed Grant, Transdisciplinary Research Grant funded by IoE(BHU), Government of India and abroad. Faculties are actively participating in knowledge creation in the linguistic fraternity and are invited as speakers, resource persons and experts from various universities across India (National Testing Agency, Central Investigation Bureau, Central Institute of Indian Languages, Bharatiya Bhasha Samiti, Bharatiya Vidya Sansthan, Ministry of Education, Government of India, Central Board of Secondary Education) and in abroad as Member of Global Expert Panel in Govt. of China, Visiting Researcher as Aston University, Birmingham (U.K.). The department has successfully hosted several international and national conferences, seminars, workshops and invited lectures like '*Two-Day National Seminar Teaching-Learning in Mother/Local Tongue(Linguistics): NEP-2020 & 1st Alumni Meet of Department of Linguistics*', '*49th All India Conference of Dravidian Linguists (AICDL-49)*', '*28th All India Conference of Linguists (AICL-28)*', '*11th International Conference on South Asian Languages and Literatures (ICOSAL-11)*' etc. In 2022, the department celebrated its Golden Jubilee and to commemorate this, the department organized the International Web Talk Series on Linguistics which was conducted throughout the year by national and international linguists as resource persons. Our alumni are currently serving as academicians in Dr. Bhimrao Ambedkar University, Agra, Nagpur University, GLA University, Mathura, Central Institute of Indian Languages, Amity University, Central University of Rajasthan, Senior Scientific Officer, Haryana Public Service Commission, Haryana, Bihar Public Service Commission, Bihar, Teach for BHU, IoE, Junior Hindi translator (Ministry of Defence), Kendriya Vidyalaya Sangathan and researchers in various universities (University of Hyderabad, EFLU, Hyderabad, EFLU, Lucknow, Lucknow University, KMI, Agra, MGAHV,Wardha) and IITs (IIT Delhi, IIT Kanpur, IIT Ropar, IIT Banaras Hindu University, IIT Guwahati, IIT Jodhpur) across the country. Many of our alumni are placed in eminent multinational companies like Google, hp, Cognizant, Amazon, Amazon-Alexa-Team, Flipkart, Cerene, PhonePe, Samsung etc. Currently, more than 150 students (UG and PG) and 12 research scholars are engaged in the department. They come from all across India and abroad with their respective identity, culture and language. Research scholars are doing extensive research in various core and applied fields of Linguistics (Phonetics, Forensic Linguistics, Computational Linguistics, Language Teaching, Historical Linguistics, Language and Law etc.). At present the Department of Linguistics is headed by Dr. Abhinav

Kumar Mishra, who is a renowned Forensic Linguist, Secretary of Linguistic Society of India, Commonwealth Academic Fellow and a Penalist in media as Forensic Linguistic Expert.

Framework Of Four Years Undergraduate Programme in Linguistics

Semester	Semester-I	Semester-II	Semester-III	Semester-IV	Semester-V	Semester-VI	Semester-VII	Semester-VIII	
Courses	UG CERTIFICATE		UG DIPLOMA		UG DEGREE (3 YEARS)		4 YR UG(Research)	4 YR UG (Research)	4 YR UG (RESEARCH)
Major	4 Credits LNG MJ-101 Introduction to Linguistics	4 Credits LNG MJ-201 Introduction to Indian Linguistics	8 Credits (2 Courses) LNG MJ-301 Introduction to Phonetics LNG MJ-302 Introduction to Phonology	14 Credits (4 Courses) LNG MJ-401 Introduction to Morphology LNG MJ-402 Introduction to Syntax LNG MJ-403 Introduction to Semantics LNG MJ-404 Language and Media (2 credits)	14 Credits (3 Courses) 4 Credits, 1 Course-2 Credits) LNG MJ-501 Psycholinguistics LNG MJ-502 Introduction to Sociolinguistics LNG MJ-503 Intermediate Syntax LNG MJ-504 Introduction to Pragmatics	16 Credits (4 Course 4 Credits) LNG MJ-601 Computational Linguistics LNG MJ-602 Neurolinguistics LNG MJ-603 Linguistic Typology LNG MJ-604 Translation Studies	20 Credits (4 Course 4 Credits) LNG MJ-701 Dissertation/Project Work(12 Credits) LNG MJ-702 Research Methodology in Linguistics	16 Credits (4 Course 4 Credits) LNG MJ-801 Dissertation/Project Work(12 Credits) LNG MJ-802 Cognitive Linguistics OR LNG MJ-803 Indian Grammatical Tradition(IGT)	4 Credits One Course LNG MJ-806 Language Teaching

					cs (2 credits)				
Minor	4- Credits LNG MR-101 Introduction to Linguistics	4- Credits LNG MR-102 Introduction to Indian Linguistics	4- Credits (Vocational) LNG MR-103 Introduction to Phonetics OR LNG MR-104 Introduction to Phonology	4- Credits LNG MR-105 Introduction to Morphology OR LNG MR-106 Introduction to Syntax OR LNG MR-107 Introduction to Semantics	4- Credits (Vocational) LNG MR-108 Psycholinguistics OR LNG MR-109 Sociolinguistics OR LNG MR-110 Intermediate Syntax	4- Credits (Vocational) LNG MR-111 Computational Linguistics OR LNG MR-112 Neurolinguistics OR LNG MR-113 Linguistic Typology OR LNG MR-114 Translation Studies	4- Credits LNG MR-115 Lexicography (YU)	4- Credits LNG MR-116 Historical Linguistics (UB) OR LNG MR-117 Forensic Linguistics (AKM)	4- Credits LNG MR-118 Language Teaching (UB)
Course from other discipline as Multidisciplinary (MD) Foundation Course	3-Credits LNG MD-103 Language and Communication	3- Credits LNG MD-203 Understanding Phonetics	3- Credits LNG MD-304 Business and Technical Communication	-----	-----	-----	-----	-----	-----

Ability Enhance ment Course (AEC): MIL, English Language (General), Communi cation Skills, Mathema tical Ability	<p>----- -</p>	<p>----- --</p>	<p>----- ---</p>	<p>----- -----</p>	<p>----- -----</p>	<p>----- -----</p>	<p>----- -----</p>	<p>----- -----</p>	<p>----- -----</p>
Skill Enhance ment Courses (SEC)/Internship/D issertatio n	3- Credits LNG SEC-101 Fundamenta ls of Linguistics	3- Credits LNG SEC-102 Understan ding Phonetics and Phonology	3- Credits LNG SEC-103 Typologic al features of an Indian Language	<p>----- ----</p>	2 Credits LNG SEC-104 Summer Internshi p	<p>----- -----</p>	<p>----- -----</p>	<p>----- -----</p>	12- Credits
Value Added Course (VAC): Understa nding India, Environm ental Science and Education , Digital Technolog y, Health	4 Credits (2 Courses of 2 Credit each)	4 Credits (2 Courses of 2 Credit each)	2 Credits (** Optional)	2 Credits (** Optional)	<p>----- -----</p>	<p>----- -----</p>	<p>----- -----</p>	<p>----- -----</p>	<p>----- -----</p>

and Wellness									
Total Credits (120 Credits)- 3 Year UG Degree + 4 Credit Optional (160 Credits)- 4 Year UG Degree + 4 Credits Optional	20 Credits	20 Credits	20 Credits + 2 Credits (Optional)	20 Credits + 2 Credits (Optional)	20 Credits	20 Credits	20 Credits	20 Credits	20 Credits

- MIL (Modern Indian Language) and English Language.

**** Value added Optional Courses: Community Engagement, NCC, NSS, Sports, Culture and Yoga.**

***** Multidisciplinary Course opted for shall not be repeated in any semester.**

INTAKE:

Courses	Regular Seat	Paid Seat	Total Intake
Major	25	04	29
Minor	20	00	20
MD	30	00	30
SEC	20	00	20
Total			99

Credits:

Major: 92

Minor: 20

Multidisciplinary: 09

SEC: 08

**Detailed Syllabus of Four Years Undergraduate Programme
in Linguistics**

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-I, Major Course

Course Title	LNG MJ-101 Introduction to Linguistics		
Category of Course¹	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)		
Credits²& Hour of Teaching	Theory	Practical	Cumulative
	Credits	04	04
	Hour of Teaching (Total)	60 Hrs.	60 Hrs.
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To provide a foundational understanding of the elementary concepts of language. ● To familiarize students with the structural components of language. ● To introduce students to the allied and applied branches of linguistics. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Linguistics: a brief history <ul style="list-style-type: none"> ● Evolution of Linguistics: Greek, Roman, Indian, American, Copenhagen, Prague. Structuralism, Generativism. ● Landmarks in Linguistics Theories: Socratic, Aristotle, Structuralism, Generativism. ● Different Schools in Linguistics, concept of Language and Thought by different schools. 	15	

¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Diachronic, Synchronic, Birth of Historical Linguistics, Royal Asiatic Society. 	
II	Language as a social system <ul style="list-style-type: none"> ● Sign, Signifier and Signified ● Langage, Langue and Parole ● Syntagmatic and paradigmatic relations 	15
III	Language as a cognitive system and levels of linguistics <ul style="list-style-type: none"> ● Innateness Hypothesis ● Universal Grammar ● Language Faculty ● Sound ● Word ● Sentence ● Meaning 	15
IV	Allied & applied branches in Linguistics <ul style="list-style-type: none"> ● Psycholinguistics ● Sociolinguistics ● Computational Linguistics ● Lexicography ● Language Teaching 	15
Texts / References	<p>Namoodiri, E.V.N. (2016). Origin and Development of Modern Linguistics. New Delhi: Crescent Publishing Corporation.</p> <p>Fromkin, V. & R. Rodman (1974). <i>An Introduction to Language</i>. Holt, Rinehart & Winston.</p> <p>Lyons, J. (1968). <i>Introduction to Theoretical Linguistics</i>. CUP.</p> <p>Varshney, R.L. (1977). <i>An Introductory Textbook of Linguistics & Phonetics</i>. Student store. Bareilly.</p> <p>Bloomfield, L: (1963). <i>Language</i>. Motilal Banarsidass</p> <p>Chandler, Daniel (2002). <i>Semiotics: The Basics</i>. The Routledge.</p> <p>Joos, M. (ed.) (1957). <i>Readings in Linguistics</i>. Vol. 1. American Council of Learned Societies.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Acquire knowledge of exposure on paradigms in Linguistics. ● Basic understanding of language and linguistics and its branches. 	

Head of the Department

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-II, Major Course

Course Title	LNG MJ-201 Introduction to Indian Linguistics														
Category of Course³	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)														
Credits⁴& Hour of Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">Theory</th> <th style="width: 20%;">Practical</th> <th style="width: 30%;">Cumulative</th> </tr> </thead> <tbody> <tr> <td>Credits</td> <td style="text-align: center;">04</td> <td></td> <td style="text-align: center;">04</td> </tr> <tr> <td>Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td></td> <td style="text-align: center;">60 Hrs.</td> </tr> </tbody> </table>				Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
	Theory	Practical	Cumulative												
Credits	04		04												
Hour of Teaching (Total)	60 Hrs.		60 Hrs.												
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To introduce fundamental Indian linguistic concepts from both classical and modern perspectives, with a focus on Sanskrit and other Indian languages.. ● To provide a comprehensive overview of the linguistic diversity in India and basic concepts as per Census of India. ● To study the evolution of languages and scripts, Phonology, Morphology and Syntax of Indian languages. 														
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Units</th> <th style="width: 70%;">Course Content</th> <th style="width: 20%;">Hr. of Teaching</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">I</td> <td> Basic Concepts I <ul style="list-style-type: none"> ● Indian Linguistic Thought: Classical Sanskrit (vedic/vaidik), Modern Sanskrit (<i>laukika</i>) ● <i>Veda</i>: Rigveda, Samaveda, Yajurveda, Adharvanaveda. ● <i>Vedanga</i>: <i>shiksha</i>, <i>vyakarana</i>, <i>chanda</i>, <i>nirukta</i>, <i>jyotishya</i>, <i>kalpa</i>, <i>upaveda</i>, <i>pratisakhya</i>. </td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">II</td> <td> Basic Concepts II <ul style="list-style-type: none"> ● Language, Dialect, Standard Language and Lan Variety </td> <td style="text-align: center;">15</td> </tr> </tbody> </table>				Units	Course Content	Hr. of Teaching	I	Basic Concepts I <ul style="list-style-type: none"> ● Indian Linguistic Thought: Classical Sanskrit (vedic/vaidik), Modern Sanskrit (<i>laukika</i>) ● <i>Veda</i>: Rigveda, Samaveda, Yajurveda, Adharvanaveda. ● <i>Vedanga</i>: <i>shiksha</i>, <i>vyakarana</i>, <i>chanda</i>, <i>nirukta</i>, <i>jyotishya</i>, <i>kalpa</i>, <i>upaveda</i>, <i>pratisakhya</i>. 	15	II	Basic Concepts II <ul style="list-style-type: none"> ● Language, Dialect, Standard Language and Lan Variety 	15			
Units	Course Content	Hr. of Teaching													
I	Basic Concepts I <ul style="list-style-type: none"> ● Indian Linguistic Thought: Classical Sanskrit (vedic/vaidik), Modern Sanskrit (<i>laukika</i>) ● <i>Veda</i>: Rigveda, Samaveda, Yajurveda, Adharvanaveda. ● <i>Vedanga</i>: <i>shiksha</i>, <i>vyakarana</i>, <i>chanda</i>, <i>nirukta</i>, <i>jyotishya</i>, <i>kalpa</i>, <i>upaveda</i>, <i>pratisakhya</i>. 	15													
II	Basic Concepts II <ul style="list-style-type: none"> ● Language, Dialect, Standard Language and Lan Variety 	15													

³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Official Languages in India: Hindi and English ● Three Language Formula ● Census of India: Language Census and Definitions ● Scheduled, Non-Scheduled Languages ● Major, Minor, Tribal, Endangered and Critically Endangered Languages in India 	
III	Evolution of Indian Languages and Scripts <ul style="list-style-type: none"> ● Evolution of Indian languages, Sanskrit and its influence ● Indian languages script and writing system ● Script reform and standardization ● Sound systems of Indian languages, phonemic inventory (varNa) 	15
IV	<ul style="list-style-type: none"> ● Word formation processes in Indian languages ● Case systems in Indian languages ● Indian semantics 	15
Texts / References	<p>Dalai, Bata Kishor. <i>Studies in Indian Linguistics</i>. Bharatiya Kala Prakashan, 2007.</p> <p>Singh, U.N. <i>The History and Structure of Indian Languages</i>. Gyan Publishing House, 2006.</p> <p>Burrow, Thomas. <i>The Sanskrit Language</i>.</p> <p>Cardona, George, and Dhanesh Jain. (2007) <i>The Languages of India</i>.</p> <p>Masica, Colin P. (1991) <i>The Indo-Aryan Languages</i>. Cambridge University Press.</p> <p>Abbi, Anvita, et al., (1988) (Ed.) <i>Linguistic Structure and Language Dynamics in South Asia</i>. Oxford University Press.</p> <p>Salomon, Richard. (1998) <i>Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages</i>. Oxford University Press.</p> <p>Subbarao, K. V., and B. D. Sharma (Ed.) 1988. <i>Linguistic Fieldwork in India</i>. Motilal Banarsidass Publishers.</p> <p>Kachru, Braj B., et al. (Ed.) 2008. <i>Language in South Asia</i>. Cambridge University Press.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Students will get an overall exposure on Indian Languages and Linguistics. ● Students will be able to identify and describe the linguistic diversity in India, including the classification of languages, the role of official languages, and the significance of language census. ● Students will gain insights into the historical development of Indian languages, their writing systems, phonology, morphology, syntax of Indian languages. 	

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-III, Major Course

Course Title	LNG MJ-301 Introduction to Phonetics		
Category of Course⁵	<input checked="" type="checkbox"/> Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)		
Credits⁶ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	04	04
	Hour of Teaching (Total)	60 Hrs.	60 Hrs.
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● The course aims to offer an understanding of the physical structures of the human body and the biological processes involved in producing speech. ● Learners will explore consonants and vowels from an articulatory perspective. ● They will also be introduced to suprasegmental features of sounds, in addition to learning IPA symbols and transcription methods. ● Essential knowledge of the physical properties of speech sounds will be provided to help understand their analysis. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	The Anatomy and Physiology of Speech <ul style="list-style-type: none"> ● Vocal Tract, Respiratory System, Laryngeal System; Supralaryngeal System ● Initiation of Speech: Air Stream Mechanism; Phonation ● States of the Glottis, Voice Onset Time 	15	

⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> • Articulation: Consonant and Vowel, Direction of AirFlow, Manner of Articulation, Place of Articulation, Three Term Labels • Vowels and Vowel-like Articulations: Cardinal Vowels, Secondary Cardinal Vowels, Advanced Tongue Root, Rhotacized Vowels, Semivowels 	
II	Multiple Articulations and Suprasegmental Features <ul style="list-style-type: none"> • Secondary Articulation, Double Articulation, Co-articulation, Segmental Analysis vs. Parametric Analysis • Stress, Length, Time, Intonation, Tone, Pitch, Juncture, and Syllable 	15
III	Phonetic Transcription and IPA Chart <ul style="list-style-type: none"> • Principles and Methods, Terminology relating to Transcription, Phonemic vs. Phonetic Transcriptions 	15
IV	Acoustic and Auditory Phonetics <ul style="list-style-type: none"> • Physical Correlates of Speech Sounds • Acoustic Analysis of Vowels and Consonants • Speech Perception 	15
Texts / References	<p>Ladefoged, Peter & Johnson, Keith. (2015). <i>A Course in Phonetics</i> (Seventh ed.). USA: Cengage Learning.</p> <p>Ashby, Michael, & Maidment, John (2005). <i>Introducing Phonetic Science</i>. Cambridge: Cambridge University Press.</p> <p>Johnson, Keith (2012). <i>Acoustic and Auditory Phonetics</i>. Oxford, UK: Wiley-Blackwell.</p> <p>Ladefoged, Peter. (1995). <i>Elements of Acoustic Phonetics</i> (Second ed.). Chicago: Chicago University Press.</p> <p>Raphael, L. J., Borden, G. J., & Harris, K. S. (2011). <i>Speech Science Primer: Physiology, Acoustics, and Perception of Speech</i> (Fifth ed.). Baltimore: Lippincott Williams & Wilkins.</p> <p>Reetz, Henning, & Jongman, Allard (2009). <i>Phonetics: Transcription, Production, Acoustics, and Perception</i>. Oxford, UK: Wiley-Blackwell.</p>	
Learning Outcomes (not more than 100 words)	<p>Students will understand:</p> <ul style="list-style-type: none"> • The anatomy and physiology of speech production, including the vocal tract, respiratory system, laryngeal system, and supralaryngeal system. • The initiation of speech, phonation, and articulation processes. • How to recognize and classify vowels and consonants based on their acoustic and articulatory properties. • Suprasegmental features and how they can be utilized to enhance language skills and communication effectiveness. 	

	<ul style="list-style-type: none">• The International Phonetic Alphabet (IPA) chart and principles of phonetic transcription.
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Head of the Department

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-III, Major Course

Course Title	LNG MJ-302 Introduction to Phonology														
Category of Course⁷	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)														
Credits⁸ & Hour of Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">Practical</td> <td style="text-align: center;">Cumulative</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">04</td> <td></td> <td style="text-align: center;">04</td> </tr> <tr> <td style="text-align: center;">Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td></td> <td style="text-align: center;">60 Hrs.</td> </tr> </table>				Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
		Theory	Practical	Cumulative											
	Credits	04		04											
	Hour of Teaching (Total)	60 Hrs.		60 Hrs.											
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● The course provides a comprehensive understanding of the basic concepts of phonology, including phones, phonemes, allophones, and phonological representations. ● By identifying and describing the psychological reality of the phoneme, phonetic similarity, and other key notions in phonological study, students will develop the ability to analyze and transcribe speech sounds accurately. ● They will also be able to apply phonological theories and models to solve problems and analyze language data, thereby cultivating their analytical and problem-solving skills in phonological analysis. 														
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.														
Units	Course Content	Hr. of Teaching													
I	Sounds of Speech <ul style="list-style-type: none"> ● Sounds of a Language: Phone, Phonemes, Allophones ● The Psychological Reality of the Phoneme, Phonetic Similarity and Phonetic Variation ● Natural Classes 	15													

⁷ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁸ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> • Distinctive Features, Major Class Features, Laryngeal Features, Secondary Articulation, Prosodic Features 	
II	Distinctiveness and the Phonemic Principle <ul style="list-style-type: none"> • Phonemicization, Formalization • Minimal Pairs, Near Minimal Pairs, Contrastive Distribution, Complementary Distribution, Free Variations 	15
III	Phonological Representation <ul style="list-style-type: none"> • Structural, Prosodic, Linear, and Non-Linear Phonological Representations • Prosodic Phonology: Sounds and Prosodies, Prosodic Analysis 	15
IV	Generative Phonology <ul style="list-style-type: none"> • Generative Paradigm, Basic Rule Notation, Abbreviatory Devices, Rule Ordering, Constraints on Rule Ordering, Functional Considerations, Naturalness and Markedness 	15
Texts / References	<p>Odden, David. (2013). <i>Introducing Phonology</i> (Second ed.). Cambridge: Cambridge University Press.</p> <p>Rocca, Iggy & Johnson, Wyn. (1999). <i>A Course in Phonology</i>. Oxford: Blackwell.</p> <p>Hannahs, S. J. & Bosch, Anna R. K. (Eds.). (2018). <i>The Routledge Handbook of Phonological Theory</i> (Second ed.). London: Routledge.</p> <p>Clark, John & Yallop, Collin. (1990). <i>An Introduction to Phonetics and Phonology</i>. Oxford: Basil Blackwell.</p> <p>Jensen, John T. (2004). <i>Principles of Generative Phonology: An Introduction</i>. Amsterdam: John Benjamins Publishing Company.</p>	
Learning Outcomes (not more than 100 words)	<p>Students will become familiar with:</p> <ul style="list-style-type: none"> • The concepts of phones, phonemes, allophones, phonetic similarity, and phonetic variation. • How to analyze and identify natural classes and distinctive features. • Applying the phonemic principle and phonemicization to language data. • Using phonological knowledge to understand language structure and communication. • Thinking critically about phonological concepts and theories. 	

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-IV, Major Course

Course Title	LNG MJ-401 Introduction to Morphology														
Category of Course	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)														
Credits & Hour of Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">Theory</th> <th style="width: 20%;">Practical</th> <th style="width: 30%;">Cumulative</th> </tr> </thead> <tbody> <tr> <td>Credits</td> <td style="text-align: center;">04</td> <td style="text-align: center;"> </td> <td style="text-align: center;">04</td> </tr> <tr> <td>Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td style="text-align: center;"> </td> <td style="text-align: center;">60 Hrs.</td> </tr> </tbody> </table>				Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
	Theory	Practical	Cumulative												
Credits	04		04												
Hour of Teaching (Total)	60 Hrs.		60 Hrs.												
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To understand general concepts of words and technical concepts of words (morph, morpheme and allomorph) ● To know various criteria used for allomorphs ● To gain morphological processes ● To get an idea about data analysis. 														
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.														
Units	Course Content	Hr. of Teaching													
I	Basic concepts <ul style="list-style-type: none"> ● Defining the word and word structure, classification/types of words, affixes. ● Defining roots, bases and stems. ● Defining morph, morpheme and allomorph, types of morphemes. 	15													
II	Criteria for identifying allomorphs <ul style="list-style-type: none"> ● Phonological criteria ● Lexical criteria ● Grammatical criteria ● Other criteria 	15													
III	Morphological processes <ul style="list-style-type: none"> ● Derivational process (toward lexicon and word formation) ● Inflectional process (toward nouns inflections and verbs inflection) ● Item-arrangement, item-process and word-paradigm ● Morpho-phonemic and morpho-syntactic 	15													

IV	Data Analysis <ul style="list-style-type: none"> ● Identifying morphemes and allomorphs from Indian languages. ● Identifying morphemes and allomorphs from unknown languages. ● Application with other branches of Linguistics 	15
Texts / References	<p>Katamba, F. and John Stonham. 2006. <i>Morphology</i>. London: Palgrave.</p> <p>Mathews, P.H. 1972. <i>Inflectional Morphology</i>. Cambridge, Cambridge University Press.</p> <p>Mel'cuk, Igor A. 2006. <i>Aspects of the theory of morphology</i>. Berlin: Mouton.</p> <p>Spencer, A. 1991. <i>Morphological Theory</i>. Oxford: Basil Blackwell.</p> <p>Singh, R. and Agnihotri, R.K. 1997. <i>Hindi Morphology: A word-based description</i>. Delhi: Motilal Banarsidass.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● General and specific types of words and their patterns ● Identifying allomorphs using various conditions ● Recognize types of morphological process ● Be able to analysis data (Indian languages and other languages) 	

Head of the Department

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-IV, Major Course

Course Title	LNG MJ- 402 Introduction to Syntax		
Category of Course⁹	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)		
Credits¹⁰ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	04	04
	Hour of Teaching	60 Hrs.	60 Hrs.
	(Total)		
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To understand the basic concepts and terminology used in syntax, such as syntax, grammar, phrase structure, and constituency. ● To recognize and categorize different parts of speech (e.g., nouns, verbs, adjectives, adverbs) and their functions in sentences. ● To learn to identify and diagram simple and complex sentence structures using tree diagrams. ● To get introduced to various syntactic theories and frameworks, such as Generative Grammar and Dependency Grammar. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Introduction: Syntax <ul style="list-style-type: none"> ● The generative perspective: Innateness, Modularity, and Universal Grammar ● I-Language and E-Language ● Acceptability and grammaticality ● Criteria of adequacy ● IC analysis 	15	

⁹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

¹⁰ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

II	Phrase Structure: Categories, Constituency <ul style="list-style-type: none"> ● Predicate argument structure and grammatical relations: Tests for subject and object, Lexical categories ● Basic tree drawing: Phrase structure rules, Constituent structure, Tests for constituency, Structural relations: dominance, sisterhood, c-command, m-command ● Projection levels: Intermediate projections and additional tests for constituency ● X-bar theory: Specifier, head, complement, and adjunct ● Functional projections: IP, the content of the Infl head, PP, EPP ● Binary branching and coordination: Head-initial versus head-final structures 	15
III	Argument Structure: Complement vs adjunct	15
IV	A. Theta roles & Case: Morphological case versus abstract case B. Binding Principles: <ul style="list-style-type: none"> ● Anaphora & Cataphora ● Anaphors and Principal A ● Pronouns and Principal B ● R-expressions and Principal C 	15

Texts / References	Reading List Aarts, Bas. (2001). English Syntax and Argumentation, Palgrave. Carnie, A. (2021). Syntax: A generative introduction. John Wiley & Sons. Culicover, P.W. (1997). Principles and Parameters: An Introduction to Syntactic Theory. OUP. Fabb, N. (1994). Sentence Structure. London: Routledge. Freidin, R. (1992). Foundations of Generative Syntax. Cambridge, Massachusetts: MIT Press. Haegeman, Liliane. (1994). Introduction to Government and Binding Theory(2 nd edition).Blackwell. Radford, Andrew. (1988) Transformational Grammar: A First Course (TG). Cambridge. Radford, Andrew. (1997) Syntactic Theory and the Structure of English (STSE). Cambridge.
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Learning Outcomes (not more than 100 words)	After successfully completing the course students shall be able to: <ul style="list-style-type: none"> ● Students should have a solid understanding of the fundamental principles of syntax. ● Be able to analyze basic sentence structures. ● Be prepared for further study in the field of linguistics.
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BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-IV, Major Course

Course Title	LNG MJ-403 Introduction to Semantics		
Category of Course¹¹	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)		
Credits¹² & Hour of Teaching	Theory	Practical	Cumulative
	Credits	04	04
	Hour of Teaching (Total)	60 Hrs.	60 Hrs.
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To provide a foundational understanding of the elementary concepts of semantics ● Demonstrate an understanding of sense relations between words. ● Perform a componential analysis and demonstrate an understanding of sentence semantics. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Basic Concepts <ul style="list-style-type: none"> ● Sense, reference, connotation, denotation 	15	
II	Language as a social system <ul style="list-style-type: none"> ● Scope of Semantics 	15	
III	Language as a cognitive system <ul style="list-style-type: none"> ● Approaches to Semantics ● Cognitive, structuralist, Logic-based 	15	
IV	Allied & applied branches in Linguistics <ul style="list-style-type: none"> ● Lexical Semantics ● Issues in Lexical Semantics 	15	

¹¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

¹² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Approached to Lexical Semantics ● Sense relations; synonymy, antonymy, hyponymy, polysemy, meronymy, etc. 	
Texts / References	<p>Bloomfield, L: (1963).<i>Language. Motilal Banarsidass</i></p> <p>Chandler, Daniel (2002). <i>Semiotics: The Basics</i>. The Routledge.</p> <p>Lyons. J. 1995. <i>Linguistic Semantics: An Introduction</i>. Cambridge: Cambridge University Press.</p> <p>Lyons, J. 1977. <i>Semantics</i>. Cambridge: Cambridge Univ. Press. (Vol. I)</p> <p>Cruse, Allen (2004).<i>Meaning in Language: an Introduction to Semantics and Pragmatics</i>.OUP</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Understand and Explain the relationships between semantics and grammar ● Students will be able to Demonstrate an understanding of sentence semantics. 	

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Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-IV, Major Course

Course Title	LNG MJ-404 Language and Media		
Category of Course¹³	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)		
Credits¹⁴ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	02	02
	Hour of Teaching (Total)	30 Hrs.	30 Hrs.
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● Language and Media course gives students exposure to different media genres such as advertisements, news, interviews and reports, ● They not only gain in-depth knowledge about the linguistic features used in the media, but also sharpen their critical textual analytical skills. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Mass Communication and Media <ul style="list-style-type: none"> ● The Mass Communication Process & Media Classification ● Understanding Media Institutions ● Role & Influence of Media in everyday Life ● Relationship between media institutions, advertisers and the state ● Functions of media in society 	10	
II	Media and Linguistics <ul style="list-style-type: none"> ● Media content as “texts” ● “Reading” a media text :Languages and codes: Linguistic signs ● Denotation and connotation 	5	

¹³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

¹⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

III	Forms of Language in Media <ul style="list-style-type: none"> ● Types of newspapers and magazines ● Key terms in newspaper, magazine and print advertising layout. ● Still images 	15
Texts / References	Chase, R. and Shamo, S. (2021) <i>Elements of Effective Communication</i> , (4th ed.) Washington Lucas, S. (2021) <i>The Art of Public Speaking</i> : NY: McGraw Hill Mooney, A. Peccei, J.S. La Belle, S. et. Al. (2020) <i>Language and Media: An Introduction</i> . (3 rd ed.) London, Routledge. Searles, G. (2021) <i>Modern Media: The Basics</i> . (6th ed.) Boston: Allyn & Bacon,	
Learning Outcomes (not more than 100 words)	After completing the course, the students must be able to: <ul style="list-style-type: none"> ● Visualize the process of mass communication and relation to language ● Understand the production process and know key terms in newspaper, magazine and print advertising layout. 	

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Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-V, Major Course

Course Title	LNG MJ-501 Psycholinguistics														
Category of Course¹⁵	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)														
Credits¹⁶ & Hour of Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">Practical</td> <td style="text-align: center;">Cumulative</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">04</td> <td></td> <td style="text-align: center;">04</td> </tr> <tr> <td style="text-align: center;">Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td></td> <td style="text-align: center;">60 Hrs.</td> </tr> </table>				Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
		Theory	Practical	Cumulative											
	Credits	04		04											
	Hour of Teaching (Total)	60 Hrs.		60 Hrs.											
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● This course aims to provide students with a comprehensive understanding of psycholinguistics, including its historical development, theoretical orientations, and recent advancements. ● Students will learn about the biological foundations of language, language and cognition, and developmental psycholinguistics. ● The course also covers the stages of child language acquisition and critical periods, as well as identifying language disorders such as aphasia and dyslexia. ● Ultimately, learners will be able to apply their knowledge of psycholinguistics to understand human language processing and communication. 														
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.														
Units	Course Content	Hr. of Teaching													
I	Psycholinguistics: An Overview <ul style="list-style-type: none"> ● Historical Development of Psycholinguistics ● Theoretical Orientations to the Study of Language 	15													

¹⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

¹⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Recent Advancements in Psycholinguistics ● Biological Foundations ● Human vs. Non-Human Communication Systems ● Brain and Language, Cerebral Dominance, and Lateralization 	
II	Language and Cognition <ul style="list-style-type: none"> ● Rationalism vs Empiricism ● Production, Perception, and Comprehension of Language 	15
III	Developmental Psycholinguistics <ul style="list-style-type: none"> ● Stages of Child Language Acquisition ● Critical Period ● Language Acquisition vs. Language Learning 	15
IV	Clinical Psycholinguistics <ul style="list-style-type: none"> ● Pathology and Brain Functions ● Aphasia and Dyslexia 	15
Texts / References	<p>Kess, Joseph F. (1992). <i>Psycholinguistics: Psychology, Linguistics, and the Study of Natural Language</i>. Amsterdam: John Benjamins Publishing Company.</p> <p>Carroll, David W. (2008). <i>Psychology of Language</i> (Fifth ed.). USA: Thomson Wadsworth.</p> <p>Traxler, Matthew J. & Gernsbacher, Morton A. (Eds.). (2006). <i>Handbook of Psycholinguistics</i> (Second ed.). New York: Elsevier.</p> <p>Ingram, John C. L. (2007). <i>Neurolinguistics: An Introduction to Spoken Language Processing and its Disorders</i>. New York: Cambridge University Press.</p> <p>Ingram, David. (1989). <i>First Language Acquisition: Method, Description, and Explanation</i>. New York: Cambridge University Press.</p> <p>Fitch, W. Tecumseh. (2010). <i>The Evolution of Language</i>. Cambridge: Cambridge University Press.</p> <p>Chomsky, Noam. (2006). <i>Language and Mind</i> (Third ed.). New York: Cambridge University Press.</p> <p>Caplan, D. 1987. <i>Neurolinguistics and Linguistic Aphasiology</i>. Cambridge: Cambridge University Press.</p> <p>Levelt, Willem J.M. (2013). <i>A History of Psycholinguistics: The Pre-Chomskyan Era</i>. Oxford: Oxford University Press.</p> <p>Brown, Roger. (1973). <i>A First Language: The Early Stages</i>. Cambridge: Harvard University Press.</p>	
Learning Outcomes (not more than 100 words)	<p>Upon completing this course, students will be able to:</p> <ul style="list-style-type: none"> ● Understand the fundamental principles and theories of psycholinguistics. ● Analyze the biological basis of language and brain function. ● Explain the relationship between language and cognition. ● Describe the stages of child language acquisition and critical period. ● Identify and explain language disorders such as aphasia and dyslexia. 	

	<ul style="list-style-type: none">• Think critically about language development, language use, and language disorders.
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Head of the Department

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Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-V, Major Course

Course Title	LNG MJ-502 Sociolinguistics		
Category of Course¹⁷	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)		
Credits¹⁸ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	04	04
	Hour of Teaching (Total)	60 hrs	60 hrs
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To understand basic concepts of sociolinguistics ● To be familiar with language and society interrelationship ● To recognize bi/multilingualism, code switching/mixing, borrowing and language change, shift and maintenance ● To get idea about data analysis of sociolinguistics 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Basic concepts <ul style="list-style-type: none"> ● Idiolect, dialect, variety and language ● Peer, group, community and society ● Inter-link linguistics, sociology and anthropology 	15	
II	Language and society <ul style="list-style-type: none"> ● Linguistics variation vs social variation ● Linguistics competence vs communicative competence ● Diglossia ● Ethnography of communication ● Dialectology: History of dialectology, Various survey of dialects and Methods used in dialectology 	15	
III	Language and Contact	15	

¹⁷ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

¹⁸ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Bi/multilingualism ● Code switching and Code mixing ● Pidgin and creoles ● Language change, shift and maintenance ● Borrowing 	
IV	<p>Language situation, policy and planning in India</p> <ul style="list-style-type: none"> ● Mother tongue, first language, standard language, schedule language, non-schedule language, tribal language, classical languages, lingua franca, literary language and national language ● Medium of instruction in school, university, public institution, court proceeding ● The three-language formula ● Language movement ● Methodology in sociolinguistics: interview, observer's paradox, data processing and interpretation. 	15
Texts / References	<p>Hudson, R.A.1979 Sociolinguistics Cambridge Univ. Press.</p> <p>Trudgill, P. 1974 Sociolinguistics – An Introduction. Penguin.</p> <p>Fasold, R.1984 The Sociolinguistics and the Sociology of Language. Oxford;BasilBlackwell.</p> <p>Meyerhoff, M. 2006. Introducing sociolinguistics. Oxon: Rutledge.</p> <p>Wardhaugh R. 2006. An introduction to sociolinguistics. USA: Blackwell Publication.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● To know basic in the sociolinguistics ● Identifying inter-relation between language and society ● Recognize causes of language contact situation ● To know language policy of India ● To be able analysis sociolinguistics pattern 	

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Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-V, Major Course

Course Title	LNG MJ- 503 Intermediate Syntax		
Category of Course¹⁹	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/ Internship / Dissertation (Tick any one of the above)		
Credits²⁰ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	04	04
	Hour of Teaching (Total)	60 hrs	60 hrs
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To develop a comprehensive understanding of the key concepts and theories in syntax. ● To analyze and interpret complex sentence structures in different languages. ● To compare and contrast different syntactic theories and their approaches to sentence structure. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Case <ul style="list-style-type: none"> ● Case assignment ● Exceptional Case Marking 	15	
II	Movement <ul style="list-style-type: none"> ● Introduction to Movement ● Logical Form and Phonetic Form ● Wh-movement vs NP-movement ● Subject to Object and Object to Subject movement ● Verb Raising 	15	

¹⁹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

²⁰ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

III	Control Theory <ul style="list-style-type: none"> ● Introduction to Control Theory ● Subject Control and Object Control ● Quantifier, Scope and Raising ● MT category Principle 	15
IV	Negation <ul style="list-style-type: none"> ● Introduction to Negation & NPI ● Wh-Island and constraints on movement 	15
Texts / References	Reading List Aarts,Bas. (2001) English Syntax and Argumentation. Palgrave. Baltin, Mark and Chris Collins, eds. (2001) Handbook of Contemporary Syntactic Theory. Blackwell. Carnie, A. (2021). Syntax: A generative introduction. John Wiley & Sons. Fabb, N. 1994. Sentence Structure. London: Routledge. Freidin, R .1992. Foundations of Generative Syntax. Cambridge, Massachusetts: MIT Press. Haegeman, Liliane. (1994) Introduction to Government and Binding Theory (2nd edition). Blackwell. Haegeman, Liliane and Jacqueline Jacqueline. (1999) English Grammar: A Generative Perspective. Blackwell. Radford, Andrew. (1988) Transformational Grammar: A First Course (TG). Cambridge. Radford, Andrew. (1997) Syntactic Theory and the Structure of English (STSE). Cambridge.	
Learning Outcomes (not more than 100 words)	After successfully completing the course students shall be able to: <ul style="list-style-type: none"> ● Demonstrate a deep understanding of intermediate syntactic theory and analysis. ● Apply various syntactic frameworks to analyze complex sentence structures. ● Conduct independent research and present syntactic analyses effectively. ● Engage critically with contemporary syntactic theories and debates. 	

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Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-V, Major Course

Course Title	LNG MJ-504 Introduction to Pragmatics			
Category of Course²¹	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)			
Credits²² & Hour of Teaching	Theory	Practical	Cumulative	
	Credits	2	2	
	Hour of Teaching (Total)	30	30	
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● This course is designed to introduce students to the fundamental principles and concepts of pragmatics, including its definition, scope, and interdisciplinary nature. ● Learners are expected to demonstrate knowledge of pragmatics in various linguistic and social contexts and will be prepared for advanced studies in linguistics, communication, and related fields. 			
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.			
Units	Course Content	Hr. of Teaching		
I	Definition and Scope <ul style="list-style-type: none"> ● Distinction between Semantics and Pragmatics ● Interdisciplinary Nature of Pragmatics ● Sentence Meaning vs. Utterance Meaning 	10		
II	Theory of Speech Acts <ul style="list-style-type: none"> ● Locutionary Act ● Illocution Act ● Perlocutionary Act 	10		

²¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

²² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

III	Basic Principles, Implicatures, and Deixis <ul style="list-style-type: none"> ● Entailment and Presupposition ● Grice's Theory of Implicature ● Deixis: Person, Time, Place, Discourse, Social ● Co-operative Principle 	10
Texts / References	Levinson, Stephen C. (1983). <i>Pragmatics</i> . New York: Cambridge University Press. Cole, Peter. (Ed.). (1978). <i>Syntax and Semantics: Pragmatics</i> . New York: Academic Press. Huang, Yan. (Ed.). (2017). <i>The Oxford Handbook of PRAGMATICS</i> . Oxford: Oxford University Press. Verschueren, Jef. (1999). <i>Understanding Pragmatics</i> . London: Oxford University Press.	
Learning Outcomes (not more than 100 words)	Upon completing this course, students will be able to: <ul style="list-style-type: none"> ● Define and explain the scope of pragmatics. ● Distinguish between semantics and pragmatics. ● Understand the interdisciplinary nature of pragmatics. ● Explain the theory of speech acts (locutionary, illocutionary, perlocutionary). ● Apply basic principles of pragmatics (implicatures, deixis, entailment, presupposition). ● Identify and analyze pragmatic features in language use. 	

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Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester VI, Major Course

Course Title	LNG MJ-601 Computational Linguistics		
Category of Course²³	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)		
Credits²⁴ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	04	04
	Hour of Teaching (Total)	60 Hrs.	60 Hrs.
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To provide an overview of computational linguistics, its interdisciplinary nature, historical development, and key concepts. ● To familiarize students with basic concepts in computers, operating systems, programming languages. ● To explore various computational tools for Indian languages. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Introduction to Computational Linguistics Computational Linguistics, interdisciplinary fields in Computational Linguistics, History of Computational Linguistics, Paradigm shift, Grammar Formalism, Language Modeling, Artificial Intelligence and Man-Machine Interaction.	15	
II	Introduction to Computer Computer, Operating Systems: Windows, Linux, Macintosh, Merits and Demerits of Windows and Linux, Brief Introduction to Unix/Linux, Character Encoding, Types of Character Encoding: ASCII, Extended ASCII, ISCII, UNICODE.	15	
III	Linux Operating System	15	

²³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

²⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	Linux Commands: text editors-vim, gedit Editor, mkdir, sort, grep, diff etc. Programming Language: low and high level programming languages, Python: Basic concepts in Python, Compiler and Interpreter, Regular Expressions.	
IV	Computational Tools Tokenizer, morphological analyzer and generator, Parts of Speech Tagging, Chunking, Shallow Parsing, Treebanking, Parser, Word Sense Disambiguation, WordNet, Indo-WordNet, machine translation: text to text, speech to speech, anaphora resolution, named entity recognition, sentiment analysis, sarcasm detection and hate speech, speech processing, speech recognition, automatic speech recognition.	15
Texts / References	<p>Akhar Bharati et al. 1994. Natural Language Processing: Paninian Perspective. New Delhi: Prentice-Hall of India.</p> <p>Jurafsky, D. and J. Martin. 2002. Speech and Language Processing. New Delhi: Pearson Education Inc.</p> <p>Ruslan, Mitkov (ed.) 2002. The Oxford Handbook of Computational Linguistics. Oxford:OUP.</p> <p>Uma Maheshwar Rao, G. and Amba Kulkarni. 2007. Natural Language and Computing. PGDCAIL, Vol. 411. CDE, Univ. of Hyderabad.</p> <p>Amba Kulkarni and Uma Maheshwar Rao, G. 2007. Natural Language Modelling. PGDCAIL, Vol. 413. CDE, Univ. of Hyderabad.</p> <p>Kulkarni, Amba 2019. Sanskrit Parsing Based on Shabdabodha Theories. New Delhi:</p> <p>Allen, James (1995, 2nd Edition).Natural Language Understanding. Pearson Education, New Delhi.</p> <p>Jacko, Julie A (2003). The Human-Computer Interaction Handbook: Fundamentals, Evolving Technologies, and Emerging Applications (Human Factors and Ergonomics). Blackwell.</p> <p>Ruslan, Mitkov (ed) (2003). The Oxford Handbook of Computational Linguistics.Oxford University Press.</p> <p>Stuart, Russell and Peter, Norwig (2001, 2004 Reprint).Artificial Intelligence: A Modern Approach.Pearson Education Series in Artificial Intelligence. Pearson Education Inc. Singapore.</p> <p>Yazdani, Masoud (Ed.) (1985). Artificial Intelligence: Principles and applications. Chapman and Hall Computing: London.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Students will gain a foundational understanding of the computational linguistics field. ● Students will develop practical skills in using different operating systems, Indian language Inscript keyboards, text editors, and programming languages (particularly Python). 	

	<ul style="list-style-type: none">• Students will be able to get the practical knowledge of executing computational tools for Indian languages.
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Head of the Department

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-VI, Major Course

Course Title	LNG MJ-602 Neurolinguistics														
Category of Course²⁵	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)														
Credits²⁶ & Hour of Teaching	<table border="1" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">Practical</td> <td style="text-align: center;">Cumulative</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">04</td> <td></td> <td style="text-align: center;">04</td> </tr> <tr> <td style="text-align: center;">Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td></td> <td style="text-align: center;">60 Hrs.</td> </tr> </table>				Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
		Theory	Practical	Cumulative											
	Credits	04		04											
	Hour of Teaching (Total)	60 Hrs.		60 Hrs.											
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● This course covers the fundamentals of neurolinguistics, including its history, the co-evolution of language and the brain, and the complexities of the central nervous system. ● It explores brain mapping methods, such as functional neuroimaging techniques (e.g., fMRI, PET) and electromagnetic techniques (e.g., ERP, MEG). ● The course also delves into clinical neuroscience, addressing language impairments, disorders (e.g., multilingualism, developmental disorders), and options for recovery, treatment, and rehabilitation. ● By examining the intersection of language and brain function, students will gain a comprehensive understanding of neurolinguistics and its applications to human language and communication. 														
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.														
Units	Course Content	Hr. of Teaching													
I	Introduction <ul style="list-style-type: none"> ● What is Neurolinguistics 	15													

²⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

²⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● History of Neurolinguistics ● Co-evolution of Language and Brain 	
II	Structural and Functional Complexities of Central Nervous System <ul style="list-style-type: none"> ● Anatomy and Physiology of the Central Nervous System ● Morphology and Functions of the Central Nervous System ● Subcortical and Cortical Structures of the Brain and their Main Functions ● Gyral-Sulcal and Cytoarchitectonic Organization of the Neocortex 	15
III	Brain Mapping Methods <ul style="list-style-type: none"> ● Electromagnetic Functional Neuroimaging Techniques <ul style="list-style-type: none"> ○ The Event-Related Potential Technique ○ Magnetoencephalography ● Hemodynamic Functional Neuroimaging Techniques <ul style="list-style-type: none"> ○ Functional Magnetic Resonance Imaging ○ Diffusion Magnetic Resonance Imaging ○ Positron Emission Tomography ● Repetitive Transcranial Magnetic Stimulation ● Near-Infrared Spectroscopy ● Limitations of Neuro-Imaging Techniques 	15
IV	Clinical Neuroscience of Language <ul style="list-style-type: none"> ● Subcortical Structures in Language Impairment ● Language and Communication Disorders in Multilinguals ● Language and Communication in Developmental Disorders ● Recovery from, Treatment and Rehabilitation of Language and Communication Disorders 	15
Texts / References	Ahlsén, Elisabeth. (2006). <i>Introduction to Neurolinguistics</i> . Amsterdam: John Benjamins Publishing Company. Kemmerer, David. (2023). <i>Cognitive Neuroscience of Language</i> (Second ed.). New York: Routledge. Stemmer, Brigitte & Whitaker, Harry A. (Eds.). (2008). <i>Handbook of the Neuroscience of Language</i> . London: Elsevier. Ingram, John C. L. (2007). <i>Neurolinguistics: An Introduction to Spoken Language Processing and its Disorders</i> . New York: Cambridge University Press. Bhatnagar, Subhash C. (2008). <i>Neuroscience for the Study of Communicative Disorders</i> (Third ed.). Philadelphia: Lippincott Williams & Wilkins. Fitch, W. Tecumseh. (2010). <i>The Evolution of Language</i> . Cambridge: Cambridge University Press.	

Learning Outcomes (not more than 100 words)	Students will be able to: <ul style="list-style-type: none">● Understand the fundamentals of neurolinguistics.● Describe brain mapping methods and their applications.● Identify the neural basis of language and communication disorders.● Analyze the impact of language impairments on individuals and multilingual populations.● Apply critical thinking skills to understand the complex relationship between language and brain function.
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Head of the Department

BANARAS HINDU UNIVERSITY
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Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-VI, Major Course

Course Title	LNG MJ- 603 Linguistic Typology		
Category of Course²⁷	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)		
Credits²⁸ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	04	04
	Hour of Teaching (Total)	60 Hrs.	60 Hrs.
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To learn about linguistic universals and implicational hierarchies that describe patterns observed across languages. ● To study the work of Joseph Greenberg and other typologists on language universals. ● To practice comparing and contrasting linguistic features across multiple languages. ● To investigate how typological features can change over time due to language contact, innovation, and other factors. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Introduction <ul style="list-style-type: none"> ● Language typology and language universals ● Types of universals ● Genetic, typological and typological classifications of language; formal and substantive universals; implicational and non-implicational universals. 	15	
II	Contribution of typological research to Linguistic theory	15	

²⁷ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

²⁸ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Inductive vs. Deductive Approaches ● Chomsky's concept of language universals and parametric variations ● Greenberg's word universals for verb-final and verb-medial languages and related features in terms of South Asian languages 	
III	Syntactic Typology <ul style="list-style-type: none"> ● Word order typology: word order within a sentence and a phrase ● Anaphora: monomorphemic vs. polymorphemic anaphors, emphatics, verbal reflexives and reciprocals; long distance binding ● Chomsky's Principles of Binding ● Relative-correlative clauses ● Complementation, Conjunctive participles, Lexical subjects in CPs, Scope of the negative in the CP Construction ● Ergativity, dative-genitive subjects 	15
IV	Morphological Typology and Linguistic Convergence <ul style="list-style-type: none"> ● Causatives: morphological, lexical and periphrastic ● Morphological types of language- agglutinative, analytical (isolating), synthetic, fusional (inflecting), infixing and polysynthetic (incorporating) language ● Concept of a Linguistic Area ● Convergence: constraints on convergence; constraints in syntactic change in linguistic contact situation, case study ● India as a Linguistic Area 	15
Texts / References	Reading List Arora, H. & Subbarao, K.V. 1989. Convergence and Syntactic Reanalysis: The case of so in Dakkhini. Studies in Linguistic Science.Vol.19. Bhaskarrarao, P. & Subbarao, K.V. (eds.) 2001.The Year book of South Asian Languages and Linguistics. Thousand Oaks, London: Sage. Comrie, B. 1981. Language Universals and Linguistic Typology. Oxford: Basil Blackwell. Croft, W.1990.Typology and Universals. Cambridge: Cambridge Univ. Press. Emeneau, M.B.1964. India as a Linguistic area. In. Hymes, D. Language in Culture and Society: A Reader in Linguistics and Anthropology. NewYork: Harper and Row Publications. Gair, J., B. C. Subbarao, K.V.& Wali, K. (eds.) 2000. Pronouns and Lexical Anaphors in Selected South Asian Languages. Berlin: Moutonde Gruyter. Hawkins, J.A. 1983. Word Order Universal. New York: Academic press. Hawkins, W. 1994. A Performance Theory of Order and Constituency. Cambridge: Cambridge University Press. Lehmann, W.P. (ed.) 1978. Syntactic Typology: Studies in Phenomenology of Language, Austin: University of Texas Press.	

	Masica, C.P. 1976. Defining a Linguistic Area: South Asia. Chicago: University Press. Sapir, E. 1921. Language. New York: Harcourt Brace and World.
Learning Outcomes (not more than 100 words)	After successfully completing the course students shall be able to: <ul style="list-style-type: none">● Students should have a solid understanding of the principles and methods of linguistic typology● Be able to analyze and compare linguistic features across languages● Be prepared for further study and research in the field of linguistics.

Head of the Department

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-VI, Major Course

Course Title	LNG MJ-604 Translation Studies															
Category of Course	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)															
Credits & Hour of Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 15%;">Theory</th> <th style="width: 15%;">Practical</th> <th style="width: 30%;">Cumulative</th> </tr> </thead> <tbody> <tr> <td>Credits</td> <td style="text-align: center;">04</td> <td style="text-align: center;"> </td> <td style="text-align: center;">04</td> </tr> <tr> <td>Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td style="text-align: center;"> </td> <td style="text-align: center;">60 Hrs.</td> </tr> </tbody> </table>					Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
	Theory	Practical	Cumulative													
Credits	04		04													
Hour of Teaching (Total)	60 Hrs.		60 Hrs.													
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To understand basic concepts in translation ● To be familiar with various theories of translation ● To know different modes and types of translation and also different kinds of issues arise in the translation ● To do translation practice 															
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.															
Units	Course Content			Hr. of Teaching												
I	Basic concepts <ul style="list-style-type: none"> ● Definition, scope and nature of translation ● Source language vs target language ● History of translation (western context/Indian context) ● Translation studies as interdisciplinary 			15												
II	Theories in translation <ul style="list-style-type: none"> ● J.C. Catford ● E. Nida ● Roman Jakobson ● Peter Newmark ● Other theories 			15												
III	Various modes and types of text in translation <ul style="list-style-type: none"> ● Written mode, oral mode, word to word translation, sense to sense translation, literal translation, free translation and Adaptation. ● Literary, scientific-technical, legal and administrative text in translation 			15												

	<ul style="list-style-type: none"> ● Issues in translation : Equivalence, Cross cultural, Socio-cultural, Untranslatability, Translator competence, Transcreation vs transliteration 	
IV	Unit IV: Translation Practice <ul style="list-style-type: none"> ● Selecting text from English and translating into Indian languages ● Text from Indian languages and translating into English ● Translating Indian to Indian languages. 	15
Texts / References	Catford, J. C. 1965 <i>A Linguistic Theory of Translation</i> . OUP. Nida, E. A. 1964. <i>Toward a Science of Translation</i> . Leiden: E.J. Brill. Newmark, P. 1988. <i>A Textbook of Translation</i> . England, Hempstead: Prentice Hall. Munday, J. 2001. <i>Introducing translation studies</i> . USA: Rutledge.	
Learning Outcomes (not more than 100 words)	After successfully completing the course students shall be able to: <ul style="list-style-type: none"> ● To know basic in the translation ● Identifying various types of theories in the translation ● Recognize modes, types and issues of translation ● To do practice in translation from English to Indian languages and vice-voce 	

Head of the Department

LNG MJ-701 Dissertation/Project Work(12 Credits)

Note: The candidate will opt a topic for project work under the supervision of a faculty member of the department.

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-VII, Major Course

Course Title	LNG MJ-702 Research Methodology in Linguistics		
Category of Course²⁹	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)		
Credits³⁰ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	04	04
	Hour of Teaching	60 Hrs.	60 Hrs.
	(Total)		
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To introduce students to the philosophical foundations of research, the nature of scientific inquiry, ethical considerations, and theoretical issues in both hard and social sciences. ● To provide students with knowledge about research design, including the processes involved in research, types of research, formulating research problems, and constructing research questions and hypotheses. ● To equip students with practical skills in data collection, sampling methods, data analysis steps, and ethical considerations in data collection, along with the application of ICT tools in research. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Philosophical Foundation <ul style="list-style-type: none"> ● Nature of research inquiry; Scientific method ● Motivation of research ● Thinking like a researcher ● Problems in Linguistics research ● Data in Hard Science and Social Science; Theoretical issues. 	15	

²⁹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

³⁰ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Ethics in Research ● Kuhn's Concepts of Paradigm 	
II	Research Design <ul style="list-style-type: none"> ● Introduction to Research Design ● Processes in Research ● Types of Research ● Formulating Research Problems: Survey of literature and identifying research gaps ● Introduction to Research Questions and Hypotheses 	15
III	Field Work, Data Collection and Analysis <ul style="list-style-type: none"> ● Data Collection, Methods of Data Collection ● Process of Data Collection ● Sampling ● Data Analysis: The Steps Involved ● Data Collection Ethics 	15
IV	ICT in Research, Databases and Research Metrics <ul style="list-style-type: none"> ● Application of ICT; Use of open source software tools in publication misconduct. ● Databases: Indexing and Citation. ● Bibliography ● Research Metrics: Impact factor and Metrics. 	15

Texts / References	<p>Bhattacharjee, Anol. 2012. Social Science Research: Principles, Methods and Practices. Available at: http://scholarcommons.usf.edu/oa_textbooks/3</p> <p>Cameron, Deborah, Elizabeth Frazer, Penelope Harvey, Ben Rampton and Kay Richardson 1993. Ethics, Advocacy and Empowerment: Issues of Methods in Researching Language. In Language & Communication, Vol. 13, No. 2. (Pp. 81-94)</p> <p>Creedy, J. 2008. Research without Tears: From the First Ideas to Published Outputs. Cheltenham, UK and Northampton, USA: Edward Elgar. (Chapters 1 and 2)</p> <p>Goyal, V. and Gurdeep Singh Batra (eds.) 2021. Research and Publication Ethics. New Delhi: D.P.S. Publishing House.</p> <p>Kapoor, D.R. and B.K Bassi 2013. Research Methodology: Methods and Techniques. New Delhi: Regal Publications. (Chapters 7, 10,11, 13, 16, 17, 19, 21, 22, 25 and 27)</p> <p>Kumar, Ranjit 2005. Research Methodology: A Step-by-step Guide to Beginners. New Delhi: Sage. (Chapters 3, 6, 9 and 14)</p> <p>Kuhn, T.S. 1962. The Structure of Scientific Revolutions. Chicago: University of Chicago.</p> <p>Popper, K. 2002 [1959]. The Logic of Scientific Discovery. Routledge.</p> <p>Searle, Clive (ed.). Social Research Methods. A Reader. Routledge Student Reader.</p>
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	<p>Thomas, C. George 2015. Research Methodology and Scientific Writing. New Delhi, Chennai, Mumbai: Ane Books Pvt. Ltd. (Chapters 2, 6, 7, 8, 10, 12 and 15)</p> <p>Wray, Alison and Aileen Bloomer 2011. Projects in Linguistics: A Practical Guide to Researching Language. Oxford, New York: Hodder Arnold. (Chapters 12, 13, 14, 15, 19, 20, 21 and 22)</p> <p>The Good Supervisor: Supervising Postgraduate and Undergraduate Research for Doctoral Thesis and Dissertations. Hampshire, New York: Palgrave Macmillan.</p>
<p>Learning Outcomes (not more than 100 words)</p>	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Students will understand the nature of research inquiry, the scientific method, ethical considerations in research, and be able to critically evaluate theoretical issues and paradigms in research. ● Students will be able to design research studies by identifying research gaps, formulating research problems, and developing clear research questions and hypotheses through a comprehensive literature survey. ● Students will gain proficiency in data collection and analysis methods, apply appropriate sampling techniques, use ICT tools for research and publication, understand research metrics, and accurately compile bibliographies and citations.

Head of the Department

LNG MJ-801 Dissertation/Project Work(12 Credits)

Note: The candidate will opt a topic for project work under the supervision of a faculty member of the department.

BANARAS HINDU UNIVERSITY
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Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-VIII

Course Title	LNG MJ-802 Cognitive Linguistics		
Category of Course³¹	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)		
Credits³² & Hour of Teaching	Theory	Practical	Cumulative
	Credits	04	04
	Hour of Teaching (Total)	60 Hrs.	60 Hrs.
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● This course introduces cognitive linguistics, exploring the relationship between language, mind, and experience. ● Students learn core principles and concepts, including cognitive semantics, embodiment, and frame semantics. ● They analyze key concepts and apply them to language analysis, developing critical thinking skills. ● The course prepares students for advanced studies in linguistics, cognitive science, and related fields, providing a comprehensive understanding of language as a cognitive process. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Introduction <ul style="list-style-type: none"> ● What does it mean to know a Language? ● What is Cognitive Linguistics? ● Emergence ● Applications 	15	

³¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

³² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

II	Cognitive Semantics <ul style="list-style-type: none"> ● Guiding Principles ● Phenomena Investigated within Cognitive Semantics ● Embodiment and Conceptual Structure <ul style="list-style-type: none"> ○ Image Schemas ○ Conceptual Structure 	15
III	The Encyclopaedic View of Meaning <ul style="list-style-type: none"> ● Dictionaries vs. Encyclopedias ● Frame Semantics ● The Theory of Domains 	15
IV	Categorisation and Idealised Cognitive Models <ul style="list-style-type: none"> ● Categorisation and Cognitive Semantics ● Prototype Theory ● Idealised Cognitive Models ● Metaphor and Metonymy, Cognitive Approaches to Grammar, Construction Grammar 	15
Texts / References	<p>Croft, William & Cruse, D. Alan. (2004). <i>Cognitive Linguistics</i>. New York: Cambridge University Press.</p> <p>Evans, Vyvyan & Green, Melanie. (2006). <i>Cognitive Linguistics: An Introduction</i>. Edinburgh: Edinburgh University Press.</p> <p>Fauconnier, Gilles. (1997). <i>Mental Spaces: Aspects of Meaning Construction in Natural Language</i>. UK: Cambridge University Press.</p> <p>Dąbrowska, Ewa & Divjak, Dagmar (Eds.). (2015). <i>Handbook of Cognitive Linguistics</i>. Berlin: De Gruyter Mouton.</p> <p>Tomasello, Michael. (2014). <i>A Natural History of Human Thinking</i>. London: Harvard University Press.</p> <p>Croft, William. (2001). <i>Radical Construction Grammar: Syntactic Theory in Typological Perspective</i>. Oxford: Oxford University Press.</p> <p>Givón, Talmy. (1995). <i>Functionalism and Grammar</i>. Amsterdam: John Benjamins Publishing Company.</p>	
Learning Outcomes (not more than 100 words)	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand the core principles and concepts of Cognitive Linguistics ● Analyze the relationship between language, mind, and experience ● Apply cognitive semantics, embodiment, and frame semantics to language analysis ● Identify and explain key concepts such as image schemas, conceptual structure, and idealized cognitive models ● Demonstrate knowledge of cognitive approaches to grammar, metaphor, and metonymy 	

	<ul style="list-style-type: none">• Think creatively about language and its role in human cognition and communication.
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Head of the Department

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-VIII, Major Course

Course Title	LNG MJ-803 Indian Grammatical Tradition(IGT)														
Category of Course³³	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)														
Credits³⁴ & Hour of Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">Theory</th> <th style="width: 20%;">Practical</th> <th style="width: 30%;">Cumulative</th> </tr> </thead> <tbody> <tr> <td>Credits</td> <td style="text-align: center;">04</td> <td></td> <td style="text-align: center;">04</td> </tr> <tr> <td>Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td></td> <td style="text-align: center;">60 Hrs.</td> </tr> </tbody> </table>				Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
	Theory	Practical	Cumulative												
Credits	04		04												
Hour of Teaching (Total)	60 Hrs.		60 Hrs.												
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To familiarize students with the significance of language study in Indian scholarship, the traditions of grammar in Sanskrit, and an introduction to Pali and Prakrit languages. ● To explore major texts of the Indian grammatical tradition, including pre-Paninian works, Panini's Astadhyayi, and the Kaumudi Parampara, emphasizing their contributions to linguistic theory and analysis. ● To delve into phonetics as studied in ancient India, including Paninian phonetics (Shiksha) and Pratisakhya texts, and to examine etymology and lexicography through texts like Nirukta, Nighantu, and Amarakosha. 														
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Units</th> <th style="width: 70%;">Course Content</th> <th style="width: 20%;">Hr. of Teaching</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">I</td> <td> Introduction to Indian Grammatical Tradition <ul style="list-style-type: none"> ● The place of Language study in Indian Scholarship ● Traditions of Grammar in Sanskrit; Introduction to Pali & Prakrit </td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">II</td> <td>Indian Grammarians</td> <td style="text-align: center;">15</td> </tr> </tbody> </table>				Units	Course Content	Hr. of Teaching	I	Introduction to Indian Grammatical Tradition <ul style="list-style-type: none"> ● The place of Language study in Indian Scholarship ● Traditions of Grammar in Sanskrit; Introduction to Pali & Prakrit 	15	II	Indian Grammarians	15			
Units	Course Content	Hr. of Teaching													
I	Introduction to Indian Grammatical Tradition <ul style="list-style-type: none"> ● The place of Language study in Indian Scholarship ● Traditions of Grammar in Sanskrit; Introduction to Pali & Prakrit 	15													
II	Indian Grammarians	15													

³³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

³⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Major texts of the Indian Grammatical Tradition (Pre-Paninian, Astadhyayi & Kaumudi Parampara) 	
III	Phonetics <ul style="list-style-type: none"> ● Phonetics in India ● Paninian Shiksha ● Pratisakhya 	15
IV	Nirvacana <ul style="list-style-type: none"> ● Nirvana & Etymology ● Nirukta (Yaska) ● Nighantu ● Amarakosha (Amarakosha by Amarasimha) ● History of Indian Lexicography 	15
Texts / References	<p>R.G.Bhandarkar, Development of Language and of Sanskrit. J.F.Apte, 'The Vedangas in The Cultural Heritage of India, Vol.III. Satyavat, 'Sanskrit Grammar in the Cultural Heritage of India, Vol.5 LouisRenov, 'Panini's Current Trends in Linguistics, Vol.5 W.S.Allen, Phonetics In Ancient India. Paniniyan Siksa and Vajasaneyi Pratisakhya. Uhlenbeck, A Manual of Sanskrit Phonetics. S.Varma, Critical Studies the Phonetic Observations of Indian Grammarians. L.Sarup Nirukta and Nighantu V.S.Agarwal, 'Yaska and Panini in Cultural Heritage of India, Vol. I Astādhyāyi (tr.By S.C.Vasu–S.M.Katre) Bhartrhari, Vākyapadiya (Kānda I&III) George Cardona, Panini: A Survey of Research, MLBD, 1980. George Cardona, Panini: His Work and Its Traditions, MLBD, 1988. D.D.Mahulkar, The Prāyidākhyā Tradition, M.S University, Baroda. Goldstucker</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Students will gain an understanding of the historical and cultural contexts surrounding language study in ancient India, the evolution of grammatical traditions, and the importance of Pali and Prakrit languages. ● Students will be able to identify and discuss major texts in the Indian grammatical tradition, analyze their content and contributions to linguistic theory, and understand their relevance in contemporary linguistic studies. ● Students will develop expertise in Indian phonetics as outlined in Paninian texts and Pratisakhya, and gain insights into etymology and lexicography through the study of Nirukta, Nighantu, and Amarakosha, enhancing their ability to analyze and interpret ancient Indian linguistic texts. 	

BANARAS HINDU UNIVERSITY
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Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-VIII, Major Course

Course Title	LNG MJ-804 Historical Linguistics															
Category of Course³⁵	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)															
Credits³⁶ & Hour of Teaching	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;"></td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">Practical</td> <td style="text-align: center;">Cumulative</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">04</td> <td style="text-align: center;"> </td> <td style="text-align: center;">04</td> </tr> <tr> <td style="text-align: center;">Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td style="text-align: center;"> </td> <td style="text-align: center;">60 Hrs.</td> </tr> </table>					Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
		Theory	Practical	Cumulative												
	Credits	04		04												
	Hour of Teaching (Total)	60 Hrs.		60 Hrs.												
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To familiarize students with the significance of language study in historical perspective and understand language families. ● To explore the major sound changes related to Indo European and other language families. ● To gain an understanding in reconstruction proto languages. 															
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.															
Units	Course Content	Hr. of Teaching														
I	Basic concepts <ul style="list-style-type: none"> ● Defining the word and word structure, classification/types of words, affixes. ● Defining roots, bases and stems. ● Defining morph, morpheme and allomorph, types of morphemes 	15														
II	Linguistic Change and Reconstruction	15														

³⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

³⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Sound changes; Neogrammarian theory; genesis and various types of regularity and spread of sound change ● Phonetic and phonemic change; split and merger ● Grammatical change ● Semantic change ● Lexical diffusion of sound change 	
III	Reconstructing the proto-stage of languages <ul style="list-style-type: none"> ● Internal reconstruction and comparative method: their scope and limitations ● Innovation and retention; sub grouping within a family; family tree and wave models. 	15
IV	Language Contact and Dialect Geography <ul style="list-style-type: none"> ● Linguistic borrowing: lexical and structural; motivation-Prestige and need ● Classification of loanwords-loan translation, loan blend, calques, assimilated and unassimilated loans (tadbhava and tatsama) ● Bilingualism; dialect, idiolect; isogloss ● Methods of preparing dialect atlas, focal area, transition area and relic area 	15
Texts / References	<p>Antilla, R. 1972. An Introduction to Historical & Comparative Linguistics; New York; Macmillan.</p> <p>Bynon, T. 1977. Historical Linguistics; CUP.</p> <p>Bhat, D.N.S. 1972 Sound Change; Poona; Poona BhashaPrakashan.</p> <p>Campbell, Lyle 2004. Historical Linguistics. Edinburgh University Press.</p> <p>Lehmann, W.P 1962 Historical Linguistics- An Introduction; New York: Holt Rinchart & Winston.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Students will gain an understanding of the historical and sociolinguistic contexts surrounding language study.. ● Students will be able to identify family relationships among languages, understand concept of the word cognate; language isolates ● Shall be able to identify Sound changes,genesis and various types of regularity and spread of sound change ● Shall be able to reconstruct the proto form of languages and prepare dialect atlas. 	

BANARAS HINDU UNIVERSITY
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Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-VIII, Major Course

Course Title	LNG MJ- 805 Forensic Linguistics (FL)		
Category of Course³⁷	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/Internship/Dissertation (Tick any one of the above)		
Credits³⁸ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	04	04
	Hour of Teaching	60 hrs	60 hrs
	(Total)		
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To learn the basic concepts and terminology used in the field. ● To study the language used in legal settings, including courtroom discourse, legal documents, and police interviews. ● To learn methods for identifying the authorship of written texts, including stylistic analysis and linguistic profiling. ● To understand the role of phonetics in forensic contexts, such as speaker identification and voice comparison. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Introduction <ul style="list-style-type: none"> ● History and development of FL ● Definition of FL ● Nature, scope and area of research and current trends in F.L ● Uniqueness of Forensic Linguistics in Forensic Sciences ● Prerequisites of a good Forensic Linguist ● Forensic Linguistics in Indian Context 	15	
II	Branches of Forensic Linguistics	15	

³⁷ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

³⁸ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<p>Language and Crime</p> <ul style="list-style-type: none"> ● Authorship Analysis ● Handwriting Expert & Forensic Linguist ● Voice Analysis / Forensic Phonetics ● Forensic Texts and types ● Police Training <p>Language and Law</p> <ul style="list-style-type: none"> ● Cases & types ● Trademark issues ● Linguistic ambiguities & inefficacies in the language of the law ● Law of the land ● Legal maxims analysis 	
III	<p>Questioned Documents (Q-Text)</p> <ul style="list-style-type: none"> ● Anonymous letter ● Forgery (Fake and planted text) ● Suicide letters ● Forced letters ● Digital text in the context of Q-doc ● Characteristics of genuine text 	15
IV	<p>F.L. Methodology</p> <p>Profiling</p> <ul style="list-style-type: none"> ● Socio-linguistic profiling ● Protocols in Forensic Linguistics ● Ethics in Forensic Linguistics ● Psycho-linguistic profiling ● Linguistic fingerprinting ● Forensic Transcription ● Forensic Dialectology <p>Practical Case study/Analysis</p>	15

Texts / References	<p>Reading List</p> <p>Coulthard, R.M.:2000 Discourse and Social life, Sarangis Longman: London.</p> <p>Coulthard, Malcolm and Alison Johnson. 2001. An introduction to forensic linguistics: Language in evidence.</p> <p>Coulthard, M.:2007. An Introduction to Forensic Language in Evidence, Johnson. A Routledge: USA.</p> <p>Coulthard, M., & Johnson, A. (Eds.). (2008). The Routledge Companion to Forensic Linguistics. Routledge.</p> <p>Gibbons, John. (ed.). 1994. Language and the Law. Lenders y Nueva York: Longman</p> <p>Gibbons.J:2004 Language and the Law, Longman: London.</p> <p>John Olsson:2004 An Introduction to language, Crime And the law, Continuum, USA.</p>
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	<p>Mcmenamin G.R.:2002 Forensic Linguistics: Advances in Forensic Stylistics, CRC Press: USA.</p> <p>Olsson, John. 2004. Forensic Linguistics: An introduction to Language, Crime and the Law. London: Continuum.</p> <p>Shuy, Roger W.2006. Linguistics in the courtroom: A practical guide. Oxford, UK: Oxford University Press.</p> <p>Coulthard, M., & Johnson, A. (Eds.). (2010). The Routledge Handbook of Forensic Linguistics. Routledge.</p> <p>Coulthard, M., & Cotterill, J. (Eds.). (2014). The Routledge Handbook of Forensic Linguistics. Routledge.</p> <p>Gibbons, J. (2003). Forensic Linguistics: An Introduction to Language, Crime and the Law. Continuum International Publishing Group.</p> <p>Olsson, J. (2008). Language and Crime: Constructing Offenders and Victims in Newspaper Reports. Palgrave Macmillan.</p>
<p>Learning Outcomes (not more than 100 words)</p>	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Students should have a comprehensive understanding of forensic linguistics. ● To apply linguistic techniques to legal cases. ● Be prepared for further study and professional practice in the field.

Head of the Department

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-VIII, Major Course

Course Title	LNG MJ-806 Language Teaching		
Category of Course³⁹	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)		
Credits⁴⁰ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	04	04
	Hour of Teaching (Total)	60 Hrs.	60 Hrs.
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To provide a foundational understanding of the elementary concepts of language teaching ● To familiarize students with the structural components of language learning. ● To introduce various new methods of language teaching. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Approaches to Language Learning <ul style="list-style-type: none"> ● Nature vs Nurture ● Cognitive Approaches ● Linguistics and Language Teaching 	15	
II	Learner Input <ul style="list-style-type: none"> ● Learner Creativity ● Role of social psychological factors: Aptitude, Intelligence, Attitude, Motivation 	15	
III	Learner Output <ul style="list-style-type: none"> ● Language Interference 	15	

³⁹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁴⁰ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Mistakes vs Errors ● Errors Analysis ● Interlanguage, Idiosyncratic Dialects and Approximate Systems 	
IV	Methods of Second Language Teaching <ul style="list-style-type: none"> ● Grammar-translation Method ● Direct Method ● Audio-lingual Method ● Communicative Method ● Other Methods 	15
Texts / References	<p>Brumfit, C.J. and Roberts, J.T.1983. Language and Language teaching. London: Batsford</p> <p>Cook, V. 1993. Linguistics and Second Language Acquisition. London: Macmillan.</p> <p>Ellis, R.1985, Understanding Second Language Acquisition, Oxford: Oxford University Press.</p> <p>Halliday, M.A.K.et.al.1964. The Linguistic Sciences and Language Teaching. London: Longman.</p> <p>Krashen, S.(1982). Second Language Acquisition.</p> <p>Prabhu, N.S.1987. Second Language Pedagogy. Oxford: Oxford University Press.</p> <p>Richards, J.C.1974. Error Analysis: Perspectives on Second Language Acquisition. Essex: Longman.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Use various language teaching methods for teaching a language. ● Acquire knowledge of various language skills 	

Head of the Department

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-I, Minor Course

Course Title	LNG MR-101 Introduction to Linguistics														
Category of Course⁴¹	<p style="text-align: center;">✓</p> Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)														
Credits⁴² & Hour of Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">Theory</th> <th style="width: 20%;">Practical</th> <th style="width: 30%;">Cumulative</th> </tr> </thead> <tbody> <tr> <td>Credits</td> <td style="text-align: center;">04</td> <td></td> <td style="text-align: center;">04</td> </tr> <tr> <td>Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td></td> <td style="text-align: center;">60 Hrs.</td> </tr> </tbody> </table>				Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
	Theory	Practical	Cumulative												
Credits	04		04												
Hour of Teaching (Total)	60 Hrs.		60 Hrs.												
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To provide a foundational understanding of the elementary concepts of language. ● To familiarize students with the structural components of language. ● To introduce students to the allied and applied branches of linguistics. 														
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.														
Units	Course Content	Hr. of Teaching													
I	<p>Linguistics: a brief history</p> <ul style="list-style-type: none"> ● Evolution of Linguistics: Greek, Roman, Indian, American, Copenhagen, Prague. Structuralism, Generativism. ● Landmarks in Linguistics Theories: Socratic, Aristotle, Structuralism, Generativism. ● Different Schools in Linguistics, concept of Language and Thought by different schools. ● Diachronic, Synchronic, Birth of Historical Linguistics, Royal Asiatic Society. 	15													

⁴¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁴² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

II	Language as a social system <ul style="list-style-type: none"> ● Sign, Signifier and Signified ● Langage, Langue and Parole ● Syntagmatic and paradigmatic relations 	15
III	Language as a cognitive system <ul style="list-style-type: none"> ● Innateness Hypothesis ● Universal Grammar ● Language Faculty ● Sound ● Word ● Sentence ● Meaning 	15
IV	Allied & applied branches in Linguistics <ul style="list-style-type: none"> ● Psycholinguistics ● Sociolinguistics ● Computational Linguistics ● Lexicography ● Language Teaching. 	15
Texts / References	<p>Namoodiri, E.V.N. (2016). Origin and Development of Modern Linguistics. New Delhi: Crescent Publishing Corporation.</p> <p>Fromkin, V. & R. Rodman (1974). <i>An Introduction to Language</i>. Holt, Rinehart & Winston.</p> <p>Lyons, J. (1968). <i>Introduction to Theoretical Linguistics</i>. CUP.</p> <p>Varshney, R.L. (1977). <i>An Introductory Textbook of Linguistics & Phonetics</i>. Student store. Bareilly.</p> <p>Bloomfield, L: (1963).<i>Language. Motilal Banarsidass</i></p> <p>Chandler, Daniel (2002). <i>Semiotics: The Basics</i>. The Routledge.</p> <p>Joos, M. (ed.) (1957). <i>Readings in Linguistics</i>.Vol. 1. American Council of Learned Societies.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Acquire knowledge of various language skills ● Use various language teaching methods for teaching a language. 	

Head of the Department

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics
Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-II, Minor Course

Course Title	LNG MR-102 Introduction to Indian Linguistics															
Category of Course⁴³	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)															
Credits⁴⁴ & Hour of Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td> </td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">Practical</td> <td style="text-align: center;">Cumulative</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">04</td> <td> </td> <td style="text-align: center;">04</td> </tr> <tr> <td style="text-align: center;">Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td> </td> <td style="text-align: center;">60 Hrs.</td> </tr> </table>					Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
		Theory	Practical	Cumulative												
	Credits	04		04												
	Hour of Teaching (Total)	60 Hrs.		60 Hrs.												
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To introduce fundamental Indian linguistic concepts from both classical and modern perspectives, with a focus on Sanskrit and other Indian languages.. ● To provide a comprehensive overview of the linguistic diversity in India and basic concepts as per Census of India. ● To study the evolution of languages and scripts, Phonology, Morphology and Syntax of Indian languages. 															
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.															
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Units</th> <th style="width: 70%;">Course Content</th> <th style="width: 20%;">Hr. of Teaching</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">I</td> <td> Basic Concepts I <ul style="list-style-type: none"> ● Indian Linguistic Thought: Classical Sanskrit (vedic/vaidik), Modern Sanskrit (<i>laukika</i>) ● <i>Veda</i>: Rigveda, Samaveda, Yajurveda, Adharvanaveda. ● <i>Vedanga</i>: <i>shiksha</i>, <i>vyakarana</i>, <i>chanda</i>, <i>nirukta</i>, <i>jyotishya</i>, <i>kalpa</i>, <i>upaveda</i>, <i>pratisakhya</i>. </td> <td style="text-align: center; vertical-align: top;">15</td> </tr> <tr> <td style="text-align: center;">II</td> <td>Basic Concepts II</td> <td style="text-align: center; vertical-align: top;">15</td> </tr> </tbody> </table>					Units	Course Content	Hr. of Teaching	I	Basic Concepts I <ul style="list-style-type: none"> ● Indian Linguistic Thought: Classical Sanskrit (vedic/vaidik), Modern Sanskrit (<i>laukika</i>) ● <i>Veda</i>: Rigveda, Samaveda, Yajurveda, Adharvanaveda. ● <i>Vedanga</i>: <i>shiksha</i>, <i>vyakarana</i>, <i>chanda</i>, <i>nirukta</i>, <i>jyotishya</i>, <i>kalpa</i>, <i>upaveda</i>, <i>pratisakhya</i>. 	15	II	Basic Concepts II	15			
Units	Course Content	Hr. of Teaching														
I	Basic Concepts I <ul style="list-style-type: none"> ● Indian Linguistic Thought: Classical Sanskrit (vedic/vaidik), Modern Sanskrit (<i>laukika</i>) ● <i>Veda</i>: Rigveda, Samaveda, Yajurveda, Adharvanaveda. ● <i>Vedanga</i>: <i>shiksha</i>, <i>vyakarana</i>, <i>chanda</i>, <i>nirukta</i>, <i>jyotishya</i>, <i>kalpa</i>, <i>upaveda</i>, <i>pratisakhya</i>. 	15														
II	Basic Concepts II	15														

⁴³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁴⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Language, Dialect, Standard Language and Lan Variety ● Official Languages in India: Hindi and English ● Three Language Formula ● Census of India: Language Census and Definitions ● Scheduled, Non-Scheduled Languages ● Major, Minor, Tribal, Endangered and Critically Endangered Languages in India 	
III	Evolution of Indian Languages and Scripts <ul style="list-style-type: none"> ● Evolution of Indian languages, Sanskrit and its influence ● Indian languages script and writing system ● Script reform and standardization ● Sound systems of Indian languages, phonemic inventory (varNa) 	15
IV	<ul style="list-style-type: none"> ● Word formation processes in Indian languages ● Case systems in Indian languages ● Indian semantics 	15
Texts / References	<p>Dalai, Bata Kishor. <i>Studies in Indian Linguistics</i>. Bharatiya Kala Prakashan, 2007.</p> <p>Singh, U.N. <i>The History and Structure of Indian Languages</i>. Gyan Publishing House, 2006.</p> <p>Burrow, Thomas. <i>The Sanskrit Language</i>.</p> <p>Cardona, George, and Dhanesh Jain. (2007) <i>The Languages of India</i>.</p> <p>Masica, Colin P. (1991) <i>The Indo-Aryan Languages</i>. Cambridge University Press.</p> <p>Abbi, Anvita, et al., (1988) (Ed.) <i>Linguistic Structure and Language Dynamics in South Asia</i>. Oxford University Press.</p> <p>Salomon, Richard. (1998) <i>Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages</i>. Oxford University Press.</p> <p>Subbarao, K. V., and B. D. Sharma (Ed.) 1988. <i>Linguistic Fieldwork in India</i>. Motilal Banarsidass Publishers.</p> <p>Kachru, Braj B., et al. (Ed.) 2008. <i>Language in South Asia</i>. Cambridge University Press.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Students will get an overall exposure on Indian Languages and Linguistics. ● Students will be able to identify and describe the linguistic diversity in India, including the classification of languages, the role of official languages, and the significance of language census. ● Students will gain insights into the historical development of Indian languages, their writing systems, phonology, morphology, syntax of Indian languages. 	

BANARAS HINDU UNIVERSITY
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Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-III, Minor Course

Course Title	LNG MR-103 Introduction to Phonetics		
Category of Course⁴⁵	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)		
Credits⁴⁶ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	04	04
	Hour of Teaching (Total)	60 Hrs.	60 Hrs.
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● The course aims to offer an understanding of the physical structures of the human body and the biological processes involved in producing speech. ● Learners will explore consonants and vowels from an articulatory perspective. ● They will also be introduced to suprasegmental features of sounds, in addition to learning IPA symbols and transcription methods. ● Essential knowledge of the physical properties of speech sounds will be provided to help understand their analysis. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	The Anatomy and Physiology of Speech <ul style="list-style-type: none"> ● Vocal Tract, Respiratory System, Laryngeal System; Supralaryngeal System ● Initiation of Speech: Air Stream Mechanism; Phonation ● States of the Glottis, Voice Onset Time 	15	

⁴⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁴⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> • Articulation: Consonant and Vowel, Direction of AirFlow, Manner of Articulation, Place of Articulation, Three Term Labels • Vowels and Vowel-like Articulations: Cardinal Vowels, Secondary Cardinal Vowels, Advanced Tongue Root, Rhotacized Vowels, Semivowels 	
II	Multiple Articulations and Suprasegmental Features <ul style="list-style-type: none"> • Secondary Articulation, Double Articulation, Co-articulation, Segmental Analysis vs. Parametric Analysis • Stress, Length, Time, Intonation, Tone, Pitch, Juncture, and Syllable 	15
III	Phonetic Transcription and IPA Chart <ul style="list-style-type: none"> • Principles and Methods, Terminology relating to Transcription, Phonemic vs. Phonetic Transcriptions 	15
IV	Acoustic and Auditory Phonetics <ul style="list-style-type: none"> • Physical Correlates of Speech Sounds • Acoustic Analysis of Vowels and Consonants • Speech Perception 	15
Texts / References	<p>Ladefoged, Peter & Johnson, Keith. (2015). <i>A Course in Phonetics</i> (Seventh ed.). USA: Cengage Learning.</p> <p>Ashby, Michael, & Maidment, John (2005). <i>Introducing Phonetic Science</i>. Cambridge: Cambridge University Press.</p> <p>Johnson, Keith (2012). <i>Acoustic and Auditory Phonetics</i>. Oxford, UK: Wiley-Blackwell.</p> <p>Ladefoged, Peter. (1995). <i>Elements of Acoustic Phonetics</i> (Second ed.). Chicago: Chicago University Press.</p> <p>Raphael, L. J., Borden, G. J., & Harris, K. S. (2011). <i>Speech Science Primer: Physiology, Acoustics, and Perception of Speech</i> (Fifth ed.). Baltimore: Lippincott Williams & Wilkins.</p> <p>Reetz, Henning, & Jongman, Allard (2009). <i>Phonetics: Transcription, Production, Acoustics, and Perception</i>. Oxford, UK: Wiley-Blackwell.</p>	
Learning Outcomes (not more than 100 words)	<p>Students will understand:</p> <ul style="list-style-type: none"> • The anatomy and physiology of speech production, including the vocal tract, respiratory system, laryngeal system, and supralaryngeal system. • The initiation of speech, phonation, and articulation processes. • How to recognize and classify vowels and consonants based on their acoustic and articulatory properties. • Suprasegmental features and how they can be utilized to enhance language skills and communication effectiveness. 	

	<ul style="list-style-type: none">• The International Phonetic Alphabet (IPA) chart and principles of phonetic transcription.
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Head of the Department

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-III, Minor Course

Course Title	LNG MR-104 Introduction to Phonology														
Category of Course⁴⁷	<p style="text-align: center;">✓</p> Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)														
Credits⁴⁸ & Hour of Teaching	<table border="1" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">Practical</td> <td style="text-align: center;">Cumulative</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">04</td> <td></td> <td style="text-align: center;">04</td> </tr> <tr> <td style="text-align: center;">Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td></td> <td style="text-align: center;">60 Hrs.</td> </tr> </table>				Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
		Theory	Practical	Cumulative											
	Credits	04		04											
	Hour of Teaching (Total)	60 Hrs.		60 Hrs.											
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● The course provides a comprehensive understanding of the basic concepts of phonology, including phones, phonemes, allophones, and phonological representations. ● By identifying and describing the psychological reality of the phoneme, phonetic similarity, and other key notions in phonological study, students will develop the ability to analyze and transcribe speech sounds accurately. ● They will also be able to apply phonological theories and models to solve problems and analyze language data, thereby cultivating their analytical and problem-solving skills in phonological analysis. 														
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.														
Units	Course Content	Hr. of Teaching													
I	Sounds of Speech <ul style="list-style-type: none"> ● Sounds of a Language: Phone, Phonemes, Allophones ● The Psychological Reality of the Phoneme, Phonetic Similarity and Phonetic Variation ● Natural Classes 	15													

⁴⁷ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁴⁸ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> • Distinctive Features, Major Class Features, Laryngeal Features, Secondary Articulation, Prosodic Features 	
II	Distinctiveness and the Phonemic Principle <ul style="list-style-type: none"> • Phonemicization, Formalization • Minimal Pairs, Near Minimal Pairs, Contrastive Distribution, Complementary Distribution, Free Variations 	15
III	Phonological Representation <ul style="list-style-type: none"> • Structural, Prosodic, Linear, and Non-Linear Phonological Representations • Prosodic Phonology: Sounds and Prosodies, Prosodic Analysis 	15
IV	Generative Phonology <ul style="list-style-type: none"> • Generative Paradigm, Basic Rule Notation, Abbreviatory Devices, Rule Ordering, Constraints on Rule Ordering, Functional Considerations, Naturalness and Markedness 	15
Texts / References	<p>Odden, David. (2013). <i>Introducing Phonology</i> (Second ed.). Cambridge: Cambridge University Press.</p> <p>Rocca, Iggy & Johnson, Wyn. (1999). <i>A Course in Phonology</i>. Oxford: Blackwell.</p> <p>Hannahs, S. J. & Bosch, Anna R. K. (Eds.). (2018). <i>The Routledge Handbook of Phonological Theory</i> (Second ed.). London: Routledge.</p> <p>Clark, John & Yallop, Collin. (1990). <i>An Introduction to Phonetics and Phonology</i>. Oxford: Basil Blackwell.</p> <p>Jensen, John T. (2004). <i>Principles of Generative Phonology: An Introduction</i>. Amsterdam: John Benjamins Publishing Company.</p>	
Learning Outcomes (not more than 100 words)	<p>Students will become familiar with:</p> <ul style="list-style-type: none"> • The concepts of phones, phonemes, allophones, phonetic similarity, and phonetic variation. • How to analyze and identify natural classes and distinctive features. • Applying the phonemic principle and phonemicization to language data. • Using phonological knowledge to understand language structure and communication. • Thinking critically about phonological concepts and theories. 	

BANARAS HINDU UNIVERSITY
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Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-IV, Minor Course

Course Title	LNG MR-105 Introduction to Morphology														
Category of Course	<p style="text-align: center;">✓</p> Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)														
Credits & Hour of Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">Theory</th> <th style="width: 20%;">Practical</th> <th style="width: 30%;">Cumulative</th> </tr> </thead> <tbody> <tr> <td>Credits</td> <td style="text-align: center;">04</td> <td style="text-align: center;"> </td> <td style="text-align: center;">04</td> </tr> <tr> <td>Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td style="text-align: center;"> </td> <td style="text-align: center;">60 Hrs.</td> </tr> </tbody> </table>				Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
	Theory	Practical	Cumulative												
Credits	04		04												
Hour of Teaching (Total)	60 Hrs.		60 Hrs.												
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To understand general concepts of words and technical concepts of words (morph, morpheme and allomorph) ● To know various criteria used for allomorphs ● To gain morphological processes ● To get an idea about data analysis. 														
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.														
Units	Course Content	Hr. of Teaching													
I	Basic concepts <ul style="list-style-type: none"> ● Defining the word and word structure, classification/types of words, affixes. ● Defining roots, bases and stems. ● Defining morph, morpheme and allomorph, types of morphemes 	15													
II	Criteria for identifying allomorphs <ul style="list-style-type: none"> ● Phonological criteria ● Lexical criteria ● Grammatical criteria ● Other criteria 	15													
III	Morphological processes <ul style="list-style-type: none"> ● Derivational process (toward lexicon and word formation) ● Inflectional process (toward nouns inflections and verbs inflection) ● Item-arrangement, item-process and word-paradigm ● Morpho-phonemic and morpho-syntactic 	15													

IV	Data Analysis <ul style="list-style-type: none"> ● Identifying morphemes and allomorphs from Indian languages. ● Identifying morphemes and allomorphs from unknown languages. ● Application with other branches of Linguistics 	15
Texts / References	<p>Katamba, F. and John Stonham. 2006. <i>Morphology</i>. London: Palgrave.</p> <p>Mathews, P.H. 1972. <i>Inflectional Morphology</i>. Cambridge, Cambridge University Press.</p> <p>Mel'cuk, Igor A. 2006. <i>Aspects of the theory of morphology</i>. Berlin: Mouton.</p> <p>Spencer, A. 1991. <i>Morphological Theory</i>. Oxford: Basil Blackwell.</p> <p>Singh, R. and Agnihotri, R.K. 1997. <i>Hindi Morphology: A word-based description</i>. Delhi: Motilal Banarsidass.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● General and specific types of words and their patterns ● Identifying allomorphs using various conditions ● Recognize types of morphological process ● Be able to analysis data (Indian languages and other languages) 	

Head of the Department

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-IV, Minor Course

Course Title	LNG MR- 106 Introduction to Syntax														
Category of Course⁴⁹	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)														
Credits⁵⁰ & Hour of Teaching	<table border="1" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">Practical</td> <td style="text-align: center;">Cumulative</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">04</td> <td></td> <td style="text-align: center;">04</td> </tr> <tr> <td style="text-align: center;">Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td></td> <td style="text-align: center;">60 Hrs.</td> </tr> </table>				Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
		Theory	Practical	Cumulative											
	Credits	04		04											
	Hour of Teaching (Total)	60 Hrs.		60 Hrs.											
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To understand the basic concepts and terminology used in syntax, such as syntax, grammar, phrase structure, and constituency. ● To recognize and categorize different parts of speech (e.g., nouns, verbs, adjectives, adverbs) and their functions in sentences. ● To learn to identify and diagram simple and complex sentence structures using tree diagrams. ● To get introduced to various syntactic theories and frameworks, such as Generative Grammar and Dependency Grammar. 														
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.														
Units	Course Content	Hr. of Teaching													
I	Introduction: Syntax <ul style="list-style-type: none"> ● The generative perspective: Innateness, Modularity, and Universal Grammar ● I-Language and E-Language ● Acceptability and grammaticality ● Criteria of adequacy ● IC analysis 	15													

⁴⁹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁵⁰ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

II	Phrase Structure: Categories, Constituency <ul style="list-style-type: none"> ● Predicate argument structure and grammatical relations: Tests for subject and object, Lexical categories ● Basic tree drawing: Phrase structure rules, Constituent structure, Tests for constituency, Structural relations: dominance, sisterhood, c-command, m-command ● Projection levels: Intermediate projections and additional tests for constituency ● X-bar theory: Specifier, head, complement, and adjunct ● Functional projections: IP, the content of the Infl head, PP, EPP ● Binary branching and coordination: Head-initial versus head-final structures 	15
III	Argument Structure: Complement vs adjunct	15
IV	A. Theta roles & Case: Morphological case versus abstract case B. Binding Principles: <ul style="list-style-type: none"> ● Anaphora & Cataphora ● Anaphors and Principal A ● Pronouns and Principal B ● R-expressions and Principal C 	15
Texts / References	Reading List Aarts, Bas. (2001). English Syntax and Argumentation, Palgrave. Carnie, A. (2021). Syntax: A generative introduction. John Wiley & Sons. Culicover, P.W. (1997). Principles and Parameters: An Introduction to Syntactic Theory. OUP. Fabb, N. (1994). Sentence Structure. London: Routledge. Freidin, R. (1992). Foundations of Generative Syntax. Cambridge, Massachusetts: MIT Press. Haegeman, Liliane. (1994). Introduction to Government and Binding Theory(2 nd edition).Blackwell. Radford, Andrew. (1988) Transformational Grammar: A First Course (TG). Cambridge. Radford, Andrew. (1997) Syntactic Theory and the Structure of English (STSE). Cambridge.	
Learning Outcomes (not more than 100 words)	After successfully completing the course students shall be able to: <ul style="list-style-type: none"> ● Students should have a solid understanding of the fundamental principles of syntax. ● Be able to analyze basic sentence structures. ● Be prepared for further study in the field of linguistics. 	

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Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-IV, Minor Course

Course Title	LNG MR-107 Introduction to Semantics		
Category of Course⁵¹	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)		
Credits⁵² & Hour of Teaching	Theory	Practical	Cumulative
	Credits	04	04
	Hour of Teaching (Total)	60 Hrs.	60 Hrs.
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To provide a foundational understanding of the elementary concepts of semantics ● Demonstrate an understanding of sense relations between words. ● Perform a componential analysis and demonstrate an understanding of sentence semantics. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Basic Concepts <ul style="list-style-type: none"> ● Sense, reference, connotation, denotation 	15	
II	Language as a social system <ul style="list-style-type: none"> ● Scope of Semantics 	15	
III	Language as a cognitive system <ul style="list-style-type: none"> ● Approaches to Semantics ● Cognitive, structuralist, Logic-based 	15	
IV	Allied & applied branches in Linguistics <ul style="list-style-type: none"> ● Lexical Semantics ● Issues in Lexical Semantics 	15	

⁵¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁵² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Approached to Lexical Semantics ● Sense relations; synonymy, antonymy, hyponymy, polysemy, meronymy, etc. 	
Texts / References	<p>Bloomfield, L: (1963).<i>Language. Motilal Banarsidass</i></p> <p>Chandler, Daniel (2002). <i>Semiotics: The Basics</i>. The Routledge.</p> <p>Lyons. J. 1995. <i>Linguistic Semantics: An Introduction</i>. Cambridge: Cambridge University Press.</p> <p>Lyons, J. 1977. <i>Semantics</i>. Cambridge: Cambridge Univ. Press. (Vol. I)</p> <p>Cruse, Allen (2004).<i>Meaning in Language: an Introduction to Semantics and Pragmatics</i>.OUP</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Understand and Explain the relationships between semantics and grammar ● Students will be able to Demonstrate an understanding of sentence semantics. 	

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Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-V, Minor Course

Course Title	LNG MR-108 Psycholinguistics		
Category of Course⁵³	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)		
Credits⁵⁴ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	04	04
	Hour of Teaching (Total)	60 Hrs.	60 Hrs.
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● This course aims to provide students with a comprehensive understanding of psycholinguistics, including its historical development, theoretical orientations, and recent advancements. ● Students will learn about the biological foundations of language, language and cognition, and developmental psycholinguistics. ● The course also covers the stages of child language acquisition and critical periods, as well as identifying language disorders such as aphasia and dyslexia. ● Ultimately, learners will be able to apply their knowledge of psycholinguistics to understand human language processing and communication. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Psycholinguistics: An Overview <ul style="list-style-type: none"> ● Historical Development of Psycholinguistics ● Theoretical Orientations to the Study of Language 	15	

⁵³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁵⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Recent Advancements in Psycholinguistics ● Biological Foundations ● Human vs. Non-Human Communication Systems ● Brain and Language, Cerebral Dominance, and Lateralization 	
II	Language and Cognition <ul style="list-style-type: none"> ● Rationalism vs Empiricism ● Production, Perception, and Comprehension of Language 	15
III	Developmental Psycholinguistics <ul style="list-style-type: none"> ● Stages of Child Language Acquisition ● Critical Period ● Language Acquisition vs. Language Learning 	15
IV	Clinical Psycholinguistics <ul style="list-style-type: none"> ● Pathology and Brain Functions ● Aphasia and Dyslexia 	15
Texts / References	<p>Kess, Joseph F. (1992). <i>Psycholinguistics: Psychology, Linguistics, and the Study of Natural Language</i>. Amsterdam: John Benjamins Publishing Company.</p> <p>Carroll, David W. (2008). <i>Psychology of Language</i> (Fifth ed.). USA: Thomson Wadsworth.</p> <p>Traxler, Matthew J. & Gernsbacher, Morton A. (Eds.). (2006). <i>Handbook of Psycholinguistics</i> (Second ed.). New York: Elsevier.</p> <p>Ingram, John C. L. (2007). <i>Neurolinguistics: An Introduction to Spoken Language Processing and its Disorders</i>. New York: Cambridge University Press.</p> <p>Ingram, David. (1989). <i>First Language Acquisition: Method, Description, and Explanation</i>. New York: Cambridge University Press.</p> <p>Fitch, W. Tecumseh. (2010). <i>The Evolution of Language</i>. Cambridge: Cambridge University Press.</p> <p>Chomsky, Noam. (2006). <i>Language and Mind</i> (Third ed.). New York: Cambridge University Press.</p> <p>Caplan, D. 1987. <i>Neurolinguistics and Linguistic Aphasiology</i>. Cambridge: Cambridge University Press.</p> <p>Levelt, Willem J.M. (2013). <i>A History of Psycholinguistics: The Pre-Chomskyan Era</i>. Oxford: Oxford University Press.</p> <p>Brown, Roger. (1973). <i>A First Language: The Early Stages</i>. Cambridge: Harvard University Press.</p>	
Learning Outcomes (not more than 100 words)	<p>Upon completing this course, students will be able to:</p> <ul style="list-style-type: none"> ● Understand the fundamental principles and theories of psycholinguistics. ● Analyze the biological basis of language and brain function. ● Explain the relationship between language and cognition. ● Describe the stages of child language acquisition and critical period. ● Identify and explain language disorders such as aphasia and dyslexia. 	

	<ul style="list-style-type: none">• Think critically about language development, language use, and language disorders.
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Head of the Department

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-V, Minor Course

Course Title	LNG MR-109 Sociolinguistics		
Category of Course⁵⁵	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)		
Credits⁵⁶ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	04	04
	Hour of Teaching (Total)	60 hrs	60 hrs
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To understand basic concepts of sociolinguistics ● To be familiar with language and society interrelationship ● To recognize bi/multilingualism, code switching/mixing, borrowing and language change, shift and maintenance ● To get idea about data analysis of sociolinguistics 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Basic concepts <ul style="list-style-type: none"> ● Idiolect, dialect, variety and language ● Peer, group, community and society ● Inter-link linguistics, sociology and anthropology 	15	
II	Language and society <ul style="list-style-type: none"> ● Linguistics variation vs social variation ● Linguistics competence vs communicative competence ● Diglossia ● Ethnography of communication ● Dialectology: History of dialectology, Various survey of dialects and Methods used in dialectology 	15	
III	Language and Contact	15	

⁵⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁵⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Bi/multilingualism ● Code switching and Code mixing ● Pidgin and creoles ● Language change, shift and maintenance ● Borrowing 	
IV	<p>Language situation, policy and planning in India</p> <ul style="list-style-type: none"> ● Mother tongue, first language, standard language, schedule language, non-schedule language, tribal language, classical languages, lingua franca, literary language and national language ● Medium of instruction in school, university, public institution, court proceeding ● The three-language formula ● Language movement ● Methodology in sociolinguistics: interview, observer's paradox, data processing and interpretation. 	15
Texts / References	<p>Hudson, R.A.1979 Sociolinguistics Cambridge Univ. Press. Trudgill, P. 1974 Sociolinguistics – An Introduction. Penguin. Fasold, R.1984 The Sociolinguistics and the Sociology of Language. Oxford;BasilBlackwell. Meyerhoff, M. 2006. Introducing sociolinguistics. Oxon: Rutledge. Wardhaugh R. 2006. An introduction to sociolinguistics. USA: Blackwell Publication.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● To know basic in the sociolinguistics ● Identifying inter-relation between language and society ● Recognize causes of language contact situation ● To know language policy of India ● To be able analysis sociolinguistics pattern 	

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Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-V, Minor Course

Course Title	LNG MR- 110 Intermediate Syntax														
Category of Course⁵⁷	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD/ Internship / Dissertation (Tick any one of the above)														
Credits⁵⁸ & Hour of Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%; text-align: center;">Theory</th> <th style="width: 20%; text-align: center;">Practical</th> <th style="width: 30%; text-align: center;">Cumulative</th> </tr> </thead> <tbody> <tr> <td>Credits</td> <td style="text-align: center;">04</td> <td></td> <td style="text-align: center;">04</td> </tr> <tr> <td>Hour of Teaching (Total)</td> <td style="text-align: center;">60 hrs</td> <td></td> <td style="text-align: center;">60 hrs</td> </tr> </tbody> </table>				Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 hrs		60 hrs
	Theory	Practical	Cumulative												
Credits	04		04												
Hour of Teaching (Total)	60 hrs		60 hrs												
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To develop a comprehensive understanding of the key concepts and theories in syntax. ● To analyze and interpret complex sentence structures in different languages. ● To compare and contrast different syntactic theories and their approaches to sentence structure. 														
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%; text-align: center;">Units</th> <th style="width: 70%; text-align: center;">Course Content</th> <th style="width: 20%; text-align: center;">Hr. of Teaching</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">I</td> <td> Case <ul style="list-style-type: none"> ● Case assignment ● Exceptional Case Marking </td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">II</td> <td> Movement <ul style="list-style-type: none"> ● Introduction to Movement ● Logical Form and Phonetic Form ● Wh-movement vs NP-movement ● Subject to Object and Object to Subject movement ● Verb Raising </td> <td style="text-align: center;">15</td> </tr> </tbody> </table>				Units	Course Content	Hr. of Teaching	I	Case <ul style="list-style-type: none"> ● Case assignment ● Exceptional Case Marking 	15	II	Movement <ul style="list-style-type: none"> ● Introduction to Movement ● Logical Form and Phonetic Form ● Wh-movement vs NP-movement ● Subject to Object and Object to Subject movement ● Verb Raising 	15			
Units	Course Content	Hr. of Teaching													
I	Case <ul style="list-style-type: none"> ● Case assignment ● Exceptional Case Marking 	15													
II	Movement <ul style="list-style-type: none"> ● Introduction to Movement ● Logical Form and Phonetic Form ● Wh-movement vs NP-movement ● Subject to Object and Object to Subject movement ● Verb Raising 	15													

⁵⁷ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁵⁸ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

III	Control Theory <ul style="list-style-type: none"> ● Introduction to Control Theory ● Subject Control and Object Control ● Quantifier, Scope and Raising ● MT category Principle 	15
IV	Negation <ul style="list-style-type: none"> ● Introduction to Negation & NPI ● Wh-Island and constraints on movement 	15
Texts / References	Reading List Aarts,Bas. (2001) English Syntax and Argumentation. Palgrave. Baltin, Mark and Chris Collins, eds. (2001) Handbook of Contemporary Syntactic Theory. Blackwell. Carnie, A. (2021). Syntax: A generative introduction. John Wiley & Sons. Fabb, N. 1994. Sentence Structure. London: Routledge. Freidin, R .1992. Foundations of Generative Syntax. Cambridge, Massachusetts: MIT Press. Haegeman, Liliane. (1994) Introduction to Government and Binding Theory (2nd edition). Blackwell. Haegeman, Liliane and Jacqueline Jacqueline. (1999) English Grammar: A Generative Perspective. Blackwell. Radford, Andrew. (1988) Transformational Grammar: A First Course (TG). Cambridge. Radford, Andrew. (1997) Syntactic Theory and the Structure of English (STSE). Cambridge.	
Learning Outcomes (not more than 100 words)	After successfully completing the course students shall be able to: <ul style="list-style-type: none"> ● Demonstrate a deep understanding of intermediate syntactic theory and analysis. ● Apply various syntactic frameworks to analyze complex sentence structures. ● Conduct independent research and present syntactic analyses effectively. ● Engage critically with contemporary syntactic theories and debates. 	

Head of the Department

BANARAS HINDU UNIVERSITY
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Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester VI, Minor Course

Course Title	LNG MR-111 Computational Linguistics														
Category of Course⁵⁹	<p style="text-align: center;">✓</p> Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)														
Credits⁶⁰ & Hour of Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">Theory</th> <th style="width: 20%;">Practical</th> <th style="width: 30%;">Cumulative</th> </tr> </thead> <tbody> <tr> <td>Credits</td> <td style="text-align: center;">04</td> <td></td> <td style="text-align: center;">04</td> </tr> <tr> <td>Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td></td> <td style="text-align: center;">60 Hrs.</td> </tr> </tbody> </table>				Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
	Theory	Practical	Cumulative												
Credits	04		04												
Hour of Teaching (Total)	60 Hrs.		60 Hrs.												
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To provide an overview of computational linguistics, its interdisciplinary nature, historical development, and key concepts. ● To familiarize students with basic concepts in computers, operating systems, programming languages. ● To explore various computational tools for Indian languages. 														
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.														
Units	Course Content	Hr. of Teaching													
I	Introduction to Computational Linguistics Computational Linguistics, interdisciplinary fields in Computational Linguistics, History of Computational Linguistics, Paradigm shift, Grammar Formalism, Language Modeling, Artificial Intelligence and Man-Machine Interaction.	15													
II	Introduction to Computer Computer, Operating Systems: Windows, Linux, Macintosh, Merits and Demerits of Windows and Linux, Brief Introduction to Unix/Linux, Character Encoding, Types of Character Encoding: ASCII, Extended ASCII, ISCII, UNICODE.	15													

⁵⁹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁶⁰ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

III	Linux Operating System Linux Commands: text editors-vim, gedit Editor, mkdir, sort, grep, diff etc. Programming Language: low and high level programming languages, Python: Basic concepts in Python, Compiler and Interpreter, Regular Expressions.	15
IV	Computational Tools Tokenizer, morphological analyzer and generator, Parts of Speech Tagging, Chunking, Shallow Parsing, Treebanking, Parser, Word Sense Disambiguation, WordNet, Indo-WordNet, machine translation: text to text, speech to speech, anaphora resolution, named entity recognition, sentiment analysis, sarcasm detection and hate speech, speech processing, speech recognition, automatic speech recognition.	15
Texts / References	<p>Akhar Bharati et al. 1994. Natural Language Processing: Paninian Perspective. New Delhi: Prentice-Hall of India.</p> <p>Jurafsky, D. and J. Martin. 2002. Speech and Language Processing. New Delhi: Pearson.</p> <p>EducationInc.</p> <p>Ruslan, Mitkov (ed.) 2002. The Oxford Handbook of Computational Linguistics. Oxford:OUP.</p> <p>Uma Maheshwar Rao, G. and Amba Kulkarni. 2007. Natural Language and Computing. PGDCAIL, Vol. 411. CDE, Univ. of Hyderabad.</p> <p>Amba Kulkarni and Uma Maheshwar Rao, G. 2007. Natural Language Modelling. PGDCAIL, Vol. 413. CDE, Univ. of Hyderabad.</p> <p>Kulkarni, Amba 2019. Sanskrit Parsing Based on Shabdabodha Theories. New Delhi:</p> <p>Allen, James (1995, 2nd Edition).Natural Language Understanding. Pearson Education, New Delhi.</p> <p>Jacko, Julie A (2003). The Human-Computer Interaction Handbook: Fundamentals, Evolving Technologies, and Emerging Applications (Human Factors and Ergonomics). Blackwell.</p> <p>Ruslan, Mitkov (ed) (2003). The Oxford Handbook of Computational Linguistics.Oxford University Press.</p> <p>Stuart, Russell and Peter, Norwig (2001, 2004 Reprint).Artificial Intelligence: A Modern Approach.Pearson Education Series in Artificial Intelligence. Pearson Education Inc. Singapore.</p> <p>Yazdani, Masoud (Ed.) (1985). Artificial Intelligence: Principles and applications. Chapman and Hall Computing: London.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Students will gain a foundational understanding of the computational linguistics field. ● Students will develop practical skills in using different operating systems, Indian language Inscript keyboards, text editors, and programming languages (particularly Python). 	

	<ul style="list-style-type: none">• Students will be able to get the practical knowledge of executing computational tools for Indian languages.
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Head of the Department

BANARAS HINDU UNIVERSITY
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Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-VI, Minor Course

Course Title	LNG MR-112 Neurolinguistics														
Category of Course⁶¹	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)														
Credits⁶² & Hour of Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%; text-align: center;">Theory</th> <th style="width: 20%; text-align: center;">Practical</th> <th style="width: 30%; text-align: center;">Cumulative</th> </tr> </thead> <tbody> <tr> <td>Credits</td> <td style="text-align: center;">04</td> <td></td> <td style="text-align: center;">04</td> </tr> <tr> <td>Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td></td> <td style="text-align: center;">60 Hrs.</td> </tr> </tbody> </table>				Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
	Theory	Practical	Cumulative												
Credits	04		04												
Hour of Teaching (Total)	60 Hrs.		60 Hrs.												
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● This course covers the fundamentals of neurolinguistics, including its history, the co-evolution of language and the brain, and the complexities of the central nervous system. ● It explores brain mapping methods, such as functional neuroimaging techniques (e.g., fMRI, PET) and electromagnetic techniques (e.g., ERP, MEG). ● The course also delves into clinical neuroscience, addressing language impairments, disorders (e.g., multilingualism, developmental disorders), and options for recovery, treatment, and rehabilitation. ● By examining the intersection of language and brain function, students will gain a comprehensive understanding of neurolinguistics and its applications to human language and communication. 														
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.														
Units	Course Content	Hr. of Teaching													
I	Introduction <ul style="list-style-type: none"> ● What is Neurolinguistics 	15													

⁶¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁶² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● History of Neurolinguistics ● Co-evolution of Language and Brain 	
II	Structural and Functional Complexities of Central Nervous System <ul style="list-style-type: none"> ● Anatomy and Physiology of the Central Nervous System ● Morphology and Functions of the Central Nervous System ● Subcortical and Cortical Structures of the Brain and their Main Functions ● Gyral-Sulcal and Cytoarchitectonic Organization of the Neocortex 	15
III	Brain Mapping Methods <ul style="list-style-type: none"> ● Electromagnetic Functional Neuroimaging Techniques <ul style="list-style-type: none"> ○ The Event-Related Potential Technique ○ Magnetoencephalography ● Hemodynamic Functional Neuroimaging Techniques <ul style="list-style-type: none"> ○ Functional Magnetic Resonance Imaging ○ Diffusion Magnetic Resonance Imaging ○ Positron Emission Tomography ● Repetitive Transcranial Magnetic Stimulation ● Near-Infrared Spectroscopy ● Limitations of Neuro-Imaging Techniques 	15
IV	Clinical Neuroscience of Language <ul style="list-style-type: none"> ● Subcortical Structures in Language Impairment ● Language and Communication Disorders in Multilinguals ● Language and Communication in Developmental Disorders ● Recovery from, Treatment and Rehabilitation of Language and Communication Disorders 	15
Texts / References	Ahlsén, Elisabeth. (2006). <i>Introduction to Neurolinguistics</i> . Amsterdam: John Benjamins Publishing Company. Kemmerer, David. (2023). <i>Cognitive Neuroscience of Language</i> (Second ed.). New York: Routledge. Stemmer, Brigitte & Whitaker, Harry A. (Eds.). (2008). <i>Handbook of the Neuroscience of Language</i> . London: Elsevier. Ingram, John C. L. (2007). <i>Neurolinguistics: An Introduction to Spoken Language Processing and its Disorders</i> . New York: Cambridge University Press. Bhatnagar, Subhash C. (2008). <i>Neuroscience for the Study of Communicative Disorders</i> (Third ed.). Philadelphia: Lippincott Williams & Wilkins. Fitch, W. Tecumseh. (2010). <i>The Evolution of Language</i> . Cambridge: Cambridge University Press.	

Learning Outcomes (not more than 100 words)	Students will be able to: <ul style="list-style-type: none">● Understand the fundamentals of neurolinguistics.● Describe brain mapping methods and their applications.● Identify the neural basis of language and communication disorders.● Analyze the impact of language impairments on individuals and multilingual populations.● Apply critical thinking skills to understand the complex relationship between language and brain function.
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Head of the Department

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-VI, Minor Course

Course Title	LNG MR- 113 Linguistic Typology														
Category of Course⁶³	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)														
Credits⁶⁴ & Hour of Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">Theory</th> <th style="width: 20%;">Practical</th> <th style="width: 30%;">Cumulative</th> </tr> </thead> <tbody> <tr> <td>Credits</td> <td style="text-align: center;">04</td> <td></td> <td style="text-align: center;">04</td> </tr> <tr> <td>Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td></td> <td style="text-align: center;">60 Hrs.</td> </tr> </tbody> </table>				Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
	Theory	Practical	Cumulative												
Credits	04		04												
Hour of Teaching (Total)	60 Hrs.		60 Hrs.												
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To learn about linguistic universals and implicational hierarchies that describe patterns observed across languages. ● To study the work of Joseph Greenberg and other typologists on language universals. ● To practice comparing and contrasting linguistic features across multiple languages. ● To investigate how typological features can change over time due to language contact, innovation, and other factors. 														
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.														
Units	Course Content	Hr. of Teaching													
I	Introduction <ul style="list-style-type: none"> ● Language typology and language universals ● Types of universals ● Genetic, typological and typological classifications of language; formal and substantive universals; implicational and non-implicational universals. 	15													
II	Contribution of typological research to Linguistic theory	15													

⁶³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁶⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Inductive vs. Deductive Approaches ● Chomsky's concept of language universals and parametric variations ● Greenberg's word universals for verb-final and verb-medial languages and related features in terms of South Asian languages 	
III	Syntactic Typology <ul style="list-style-type: none"> ● Word order typology: word order within a sentence and a phrase ● Anaphora: monomorphemic vs. polymorphemic anaphors, emphatics, verbal reflexives and reciprocals; long distance binding ● Chomsky's Principles of Binding ● Relative-correlative clauses ● Complementation, Conjunctive participles, Lexical subjects in CPs, Scope of the negative in the CP Construction ● Ergativity, dative-genitive subjects 	15
IV	Morphological Typology and Linguistic Convergence <ul style="list-style-type: none"> ● Causatives: morphological, lexical and periphrastic ● Morphological types of language- agglutinative, analytical (isolating), synthetic, fusional (inflecting), infixing and polysynthetic (incorporating) language ● Concept of a Linguistic Area ● Convergence: constraints on convergence; constraints in syntactic change in linguistic contact situation, case study ● India as a Linguistic Area 	15
Texts / References	Reading List Arora, H. & Subbarao, K.V. 1989. Convergence and Syntactic Reanalysis: The case of so in Dakkhini. Studies in Linguistic Science.Vol.19. Bhaskarrarao, P. & Subbarao, K.V. (eds.) 2001.The Year book of South Asian Languages and Linguistics. Thousand Oaks, London: Sage. Comrie, B. 1981. Language Universals and Linguistic Typology. Oxford: Basil Blackwell. Croft, W.1990.Typology and Universals. Cambridge: Cambridge Univ. Press. Emeneau, M.B.1964. India as a Linguistic area. In. Hymes, D. Language in Culture and Society: A Reader in Linguistics and Anthropology. NewYork: Harper and Row Publications. Gair, J., B. C. Subbarao, K.V.& Wali, K. (eds.) 2000. Pronouns and Lexical Anaphors in Selected South Asian Languages. Berlin: Moutonde Gruyter. Hawkins, J.A. 1983. Word Order Universal. New York: Academic press. Hawkins, W. 1994. A Performance Theory of Order and Constituency. Cambridge: Cambridge University Press. Lehmann, W.P. (ed.) 1978. Syntactic Typology: Studies in Phenomenology of Language, Austin: University of Texas Press.	

	Masica, C.P. 1976. Defining a Linguistic Area: South Asia. Chicago: University Press. Sapir, E. 1921. Language. New York: Harcourt Brace and World.
Learning Outcomes (not more than 100 words)	After successfully completing the course students shall be able to: <ul style="list-style-type: none">● Students should have a solid understanding of the principles and methods of linguistic typology● Be able to analyze and compare linguistic features across languages● Be prepared for further study and research in the field of linguistics.

Head of the Department

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-VI, Minor Course

Course Title	LNG MR-114 Translation Studies															
Category of Course	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)															
Credits & Hour of Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 15%;">Theory</th> <th style="width: 15%;">Practical</th> <th style="width: 40%;">Cumulative</th> </tr> </thead> <tbody> <tr> <td>Credits</td> <td style="text-align: center;">04</td> <td style="text-align: center;"> </td> <td style="text-align: center;">04</td> </tr> <tr> <td>Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td style="text-align: center;"> </td> <td style="text-align: center;">60 Hrs.</td> </tr> </tbody> </table>					Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
	Theory	Practical	Cumulative													
Credits	04		04													
Hour of Teaching (Total)	60 Hrs.		60 Hrs.													
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To understand basic concepts in translation ● To be familiar with various theories of translation ● To know different modes and types of translation and also different kinds of issues arise in the translation ● To do translation practice 															
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.															
Units	Course Content			Hr. of Teaching												
I	Basic concepts <ul style="list-style-type: none"> ● Definition, scope and nature of translation ● Source language vs target language ● History of translation (western context/Indian context) ● Translation studies as interdisciplinary 			15												
II	Theories in translation <ul style="list-style-type: none"> ● J.C. Catford ● E. Nida ● Roman Jakobson ● Peter Newmark ● Other theories 			15												
III	Various modes and types of text in translation <ul style="list-style-type: none"> ● Written mode, oral mode, word to word translation, sense to sense translation, literal translation, free translation and Adaptation. ● Literary, scientific-technical, legal and administrative text in translation 			15												

	<ul style="list-style-type: none"> ● Issues in translation : Equivalence, Cross cultural, Socio-cultural, Untranslatability, Translator competence, Transcreation vs transliteration 	
IV	Unit IV: Translation Practice <ul style="list-style-type: none"> ● Selecting text from English and translating into Indian languages ● Text from Indian languages and translating into English ● Translating Indian to Indian languages. 	15
Texts / References	Catford, J. C. 1965 <i>A Linguistic Theory of Translation</i> . OUP. Nida, E. A. 1964. <i>Toward a Science of Translation</i> . Leiden: E.J. Brill. Newmark, P. 1988. <i>A Textbook of Translation</i> . England, Hempstead: Prentice Hall. Munday, J. 2001. <i>Introducing translation studies</i> . USA: Rutledge.	
Learning Outcomes (not more than 100 words)	After successfully completing the course students shall be able to: <ul style="list-style-type: none"> ● To know basic in the translation ● Identifying various types of theories in the translation ● Recognize modes, types and issues of translation ● To do practice in translation from English to Indian languages and vice-voce 	

Head of the Department

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-VII, Minor Course

Course Title	LNG MR-115 Lexicography															
Category of Course⁶⁵	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)															
Credits⁶⁶ & Hour of Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">Practical</td> <td style="text-align: center;">Cumulative</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">04</td> <td style="text-align: center;"> </td> <td style="text-align: center;">04</td> </tr> <tr> <td style="text-align: center;">Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td style="text-align: center;"> </td> <td style="text-align: center;">60 Hrs.</td> </tr> </table>					Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
		Theory	Practical	Cumulative												
	Credits	04		04												
	Hour of Teaching (Total)	60 Hrs.		60 Hrs.												
<ul style="list-style-type: none"> ● To understand basic terms in lexicography ● To know classification of dictionary ● To familiar with structure of dictionary ● To know inter-relation between meaning and dictionary 																
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To understand basic terms in lexicography ● To know classification of dictionary ● To familiar with structure of dictionary ● To know inter-relation between meaning and dictionary 															
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.															
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Units</th> <th style="width: 70%;">Course Content</th> <th style="width: 20%;">Hr. of Teaching</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">I</td> <td> Basic Concepts <ul style="list-style-type: none"> ● Lexeme, word-form and grammatical word, ● Definitions lexicology and lexicography, Linguistics and lexicography, Encyclopedia and dictionary </td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">II</td> <td> Classification of dictionary <ul style="list-style-type: none"> ● General, normative, referential, historical, etymological, learners' dictionary </td> <td style="text-align: center;">15</td> </tr> </tbody> </table>					Units	Course Content	Hr. of Teaching	I	Basic Concepts <ul style="list-style-type: none"> ● Lexeme, word-form and grammatical word, ● Definitions lexicology and lexicography, Linguistics and lexicography, Encyclopedia and dictionary 	15	II	Classification of dictionary <ul style="list-style-type: none"> ● General, normative, referential, historical, etymological, learners' dictionary 	15			
Units	Course Content	Hr. of Teaching														
I	Basic Concepts <ul style="list-style-type: none"> ● Lexeme, word-form and grammatical word, ● Definitions lexicology and lexicography, Linguistics and lexicography, Encyclopedia and dictionary 	15														
II	Classification of dictionary <ul style="list-style-type: none"> ● General, normative, referential, historical, etymological, learners' dictionary 	15														

⁶⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁶⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Monolingual, bilingual dictionary, trilingual, Special dictionary, Electronic dictionary 	
III	Structure of dictionary <ul style="list-style-type: none"> ● Macrostructure and microstructure ● Alphabetization, headword, spelling and pronunciation, grammatical information, ● Etymology, synonymy, usages, collocation and idiom, cross reference. 	15
IV	Dictionary and meaning <ul style="list-style-type: none"> ● Leech's seven types of meaning, The meaning triangle of Ogden and Richards, Denotative vs connotative, Synonymy, polysemy, homonymy and hyponymy, E-dictionary, WordNet, Corpus based dictionary. 	15
Texts / References	Atkins, B.T.S & Zampolli, A. 1994 Computational Approaches to the lexicon. Oxford, OUP. Hartmann, R.R.K. 1983. Dictionaries: The Art and Craft of Lexicography. Cambridge: Cambridge University Press. Hartmann, R.K. (ed) Lexicography: Principles and practice. London: Academic press. Singh R.A. 1982 An Introduction to Lexicography Mysore: CIIL Bejoint, Henri 2000 Modern lexicography: An Introduction. Oxford: OUP	
Learning Outcomes (not more than 100 words)	After successfully completing the course students shall be able to: <ul style="list-style-type: none"> ● Understanding various terms used in lexicography ● Recognizing different kinds of dictionaries ● To know how to compile a dictionary ● Identifying words and their meaning in dictionary 	

Head of the Department

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-VIII, Minor Course

Course Title	LNG MR-116 Historical Linguistics		
Category of Course⁶⁷	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)		
Credits⁶⁸ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	04	04
	Hour of Teaching (Total)	60 Hrs.	60 Hrs.
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To familiarize students with the significance of language study in historical perspective and understand language families. ● To explore the major sound changes related to Indo European and other language families. ● To gain an understanding in reconstruction proto languages. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Basic concepts <ul style="list-style-type: none"> ● Defining the word and word structure, classification/types of words, affixes. ● Defining roots, bases and stems. ● Defining morph, morpheme and allomorph, types of morphemes 	15	
II	Linguistic Change and Reconstruction	15	

⁶⁷ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁶⁸ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Sound changes; Neogrammarian theory; genesis and various types of regularity and spread of sound change ● Phonetic and phonemic change; split and merger ● Grammatical change ● Semantic change ● Lexical diffusion of sound change 	
III	Reconstructing the proto-stage of languages <ul style="list-style-type: none"> ● Internal reconstruction and comparative method: their scope and limitations ● Innovation and retention; sub grouping within a family; family tree and wave models. 	15
IV	Language Contact and Dialect Geography <ul style="list-style-type: none"> ● Linguistic borrowing: lexical and structural; motivation-Prestige and need ● Classification of loanwords-loan translation, loan blend, calques, assimilated and unassimilated loans (tadbhava and tatsama) ● Bilingualism; dialect, idiolect; isogloss ● Methods of preparing dialect atlas, focal area, transition area and relic area 	15
Texts / References	<p>Antilla, R. 1972. An Introduction to Historical & Comparative Linguistics; New York; Macmillan.</p> <p>Bynon, T. 1977. Historical Linguistics; CUP.</p> <p>Bhat, D.N.S. 1972 Sound Change; Poona; Poona BhashaPrakashan.</p> <p>Campbell, Lyle 2004. Historical Linguistics. Edinburgh University Press.</p> <p>Lehmann, W.P 1962 Historical Linguistics- An Introduction; New York: Holt Rinchart & Winston.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Students will gain an understanding of the historical and sociolinguistic contexts surrounding language study.. ● Students will be able to identify family relationships among languages, understand concept of the word cognate; language isolates ● Shall be able to identify Sound changes,genesis and various types of regularity and spread of sound change ● Shall be able to reconstruct the proto form of languages and prepare dialect atlas. 	

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-VIII, Minor Course

Course Title	LNG MR- 117 Forensic Linguistics (FL)			
Category of Course⁶⁹	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)			
Credits⁷⁰ & Hour of Teaching	Theory	Practical	Cumulative	
	Credits	04	04	
	Hour of Teaching (Total)	60 hrs	60 hrs	
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To learn the basic concepts and terminology used in the field. ● To study the language used in legal settings, including courtroom discourse, legal documents, and police interviews. ● To learn methods for identifying the authorship of written texts, including stylistic analysis and linguistic profiling. ● To understand the role of phonetics in forensic contexts, such as speaker identification and voice comparison. 			
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.			
Units	Course Content	Hr. of Teaching		
I	Introduction <ul style="list-style-type: none"> ● History and development of FL ● Definition of FL ● Nature, scope and area of research and current trends in F.L ● Uniqueness of Forensic Linguistics in Forensic Sciences ● Prerequisites of a good Forensic Linguist ● Forensic Linguistics in Indian Context 	15		
II	Branches of Forensic Linguistics Language and Crime	15		

⁶⁹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁷⁰ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Authorship Analysis ● Handwriting Expert & Forensic Linguist ● Voice Analysis / Forensic Phonetics ● Forensic Texts and types ● Police Training <p>Language and Law</p> <ul style="list-style-type: none"> ● Cases & types ● Trademark issues ● Linguistic ambiguities & inefficacies in the language of the law ● Law of the land ● Legal maxims analysis 	
III	<p>Questioned Documents (Q-Text)</p> <ul style="list-style-type: none"> ● Anonymous letter ● Forgery (Fake and planted text) ● Suicide letters ● Forced letters ● Digital text in the context of Q-doc ● Characteristics of genuine text 	15
IV	<p>F.L. Methodology</p> <p>Profiling</p> <ul style="list-style-type: none"> ● Socio-linguistic profiling ● Protocols in Forensic Linguistics ● Ethics in Forensic Linguistics ● Psycho-linguistic profiling ● Linguistic fingerprinting ● Forensic Transcription ● Forensic Dialectology <p>Practical Case study/Analysis</p>	15
Texts / References	<p>Reading List</p> <p>Coulthard, R.M.:2000 Discourse and Social life, Sarangis Longman: London.</p> <p>Coulthard, Malcolm and Alison Johnson. 2001. An introduction to forensic linguistics: Language in evidence.</p> <p>Coulthard, M.:2007. An Introduction to Forensic Language in Evidence, Johnson. A Routledge: USA.</p> <p>Coulthard, M., & Johnson, A. (Eds.). (2008). The Routledge Companion to Forensic Linguistics. Routledge.</p> <p>Gibbons, John. (ed.). 1994. Language and the Law. Lenders y Nueva York: Longman</p> <p>Gibbons.J:2004 Language and the Law, Longman: London.</p> <p>John Olsson:2004 An Introduction to language, Crime And the law, Continuum, USA.</p> <p>Mcmenamain G.R.:2002 Forensic Linguistics: Advances in Forensic Stylistics, CRC Press: USA.</p>	

	<p>Olsson, John. 2004. Forensic Linguistics: An introduction to Language, Crime and the Law. London: Continuum.</p> <p>Shuy, Roger W. 2006. Linguistics in the courtroom: A practical guide. Oxford, UK: Oxford University Press.</p> <p>Coulthard, M., & Johnson, A. (Eds.). (2010). The Routledge Handbook of Forensic Linguistics. Routledge.</p> <p>Coulthard, M., & Cotterill, J. (Eds.). (2014). The Routledge Handbook of Forensic Linguistics. Routledge.</p> <p>Gibbons, J. (2003). Forensic Linguistics: An Introduction to Language, Crime and the Law. Continuum International Publishing Group.</p> <p>Olsson, J. (2008). Language and Crime: Constructing Offenders and Victims in Newspaper Reports. Palgrave Macmillan.</p>
<p>Learning Outcomes (not more than 100 words)</p>	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Students should have a comprehensive understanding of forensic linguistics. ● To apply linguistic techniques to legal cases. ● Be prepared for further study and professional practice in the field.

Head of the Department

BANARAS HINDU UNIVERSITY
(Detailed Syllabus of different Courses under NEP 2020)

Department of Linguistics

Faculty of Arts

T	P	L	C	H

04 Year UG in Linguistics, Semester-I, Minor Course

Course Title	LNG MR-118 Language Teaching														
Category of Course⁷¹	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)														
Credits⁷² & Hour of Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">Theory</th> <th style="width: 20%;">Practical</th> <th style="width: 30%;">Cumulative</th> </tr> </thead> <tbody> <tr> <td>Credits</td> <td style="text-align: center;">04</td> <td></td> <td style="text-align: center;">04</td> </tr> <tr> <td>Hour of Teaching (Total)</td> <td style="text-align: center;">60 Hrs.</td> <td></td> <td style="text-align: center;">60 Hrs.</td> </tr> </tbody> </table>				Theory	Practical	Cumulative	Credits	04		04	Hour of Teaching (Total)	60 Hrs.		60 Hrs.
	Theory	Practical	Cumulative												
Credits	04		04												
Hour of Teaching (Total)	60 Hrs.		60 Hrs.												
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To provide a foundational understanding of the elementary concepts of language teaching ● To familiarize students with the structural components of language learning. ● To introduce various new methods of language teaching. 														
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.														
Units	Course Content	Hr. of Teaching													
I	Approaches to Language Learning <ul style="list-style-type: none"> ● Nature vs Nurture ● Cognitive Approaches ● Linguistics and Language Teaching 	15													
II	Learner Input <ul style="list-style-type: none"> ● Learner Creativity ● Role of social psychological factors: Aptitude, Intelligence, Attitude, Motivation 	15													
III	Learner Output <ul style="list-style-type: none"> ● Language Interference 	15													

⁷¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁷² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Mistakes vs Errors ● Errors Analysis ● Interlanguage, Idiosyncratic Dialects and Approximate Systems 	
IV	Methods of Second Language Teaching <ul style="list-style-type: none"> ● Grammar-translation Method ● Direct Method ● Audio-lingual Method ● Communicative Method ● Other Methods 	15
Texts / References	<p>Brumfit, C.J. and Roberts, J.T.1983. Language and Language teaching. London: Batsford</p> <p>Cook, V. 1993. Linguistics and Second Language Acquisition. London: Macmillan.</p> <p>Ellis, R.1985, Understanding Second Language Acquisition, Oxford: Oxford University Press.</p> <p>Halliday, M.A.K.et.al.1964. The Linguistic Sciences and Language Teaching. London: Longman.</p> <p>Krashen, S.(1982). Second Language Acquisition.</p> <p>Prabhu, N.S.1987. Second Language Pedagogy. Oxford: Oxford University Press.</p> <p>Richards, J.C.1974. Error Analysis: Perspectives on Second Language Acquisition. Essex: Longman.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Use various language teaching methods for teaching a language. ● Acquire knowledge of various language skills 	

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04 Year UG in Linguistics, Semester-I Multidisciplinary (MD) Course

Course Title	LNG MD-103 Language and Communication		
Category of Course⁷³	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)		
Credits⁷⁴ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	03	03
	Hour of Teaching	45 Hrs.	45 Hrs.
	(Total)		
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To explore human languages in general. ● To examine the principles of language. ● To analyze speech acts, speaker reference, and the psychological aspects of language use, focusing on how language shapes communication and social interactions. ● To understand the importance of language in communication, including the privacy of spoken language and the various components that contribute to effective communication. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	<ul style="list-style-type: none"> ● The Origin of language ● The Structure of Human Language ● The Structural and Physical Properties of Human Language ● Language Design Features 	15	
II	<ul style="list-style-type: none"> ● Language use and Communication ● Language and Thought ● Relation of Form and Meaning 	15	

⁷³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁷⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Discourse and Conversation 	
III	<ul style="list-style-type: none"> ● Speech Acts ● Speaker Reference ● Psychology of Language ● Importance of Language in Communication ● Privacy of Spoken Language ● Components of Communication 	15
Texts / References	<p>Akmajian, Adrian, et al. 2017. <i>Linguistics: An introduction to language and communication</i>. MIT press,.</p> <p>Hall, Christopher J. 2008. <i>An Introduction to Language and Linguistics</i>. London: Continuum International Publishing Company.</p> <p>Fromkin, V., Rodman, R., Hyams, N. M., Amberber, M., Cox, F., & Thornton, R. (2017). <i>An Introduction to Language with Online Study Tools 12 Months</i>. Cengage AU.</p> <p>Sturtevant, Edgar, H. 1993. <i>An Introduction to Linguistic Science</i>. London: Yale University Press.</p> <p>Yule, G. 2022. <i>The study of language</i>. Cambridge: Cambridge university press.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Students will gain a comprehensive understanding of the structural and physical properties of human language, enabling them to analyze and describe different linguistic features. ● Students will develop enhanced communication skills by studying linguistic communication, discourse, and conversation, and understanding how these elements influence effective communication in various contexts. ● Students will be able to critically analyze speech acts, speaker reference, and the psychological dimensions of language, gaining insights into how language affects interpersonal interactions and communication strategies. ● Students will apply their knowledge of language structure and communication components to real-world scenarios, enhancing their ability to assess and improve communication practices in different settings. 	

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04 Year UG in Linguistics, Semester-II Multidisciplinary (MD) Course

Course Title	LNG MD-203 Understanding Phonetics														
Category of Course⁷⁵	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)														
Credits⁷⁶ & Hour of Teaching	<table border="1" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">Practical</td> <td style="text-align: center;">Cumulative</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">03</td> <td></td> <td style="text-align: center;">03</td> </tr> <tr> <td style="text-align: center;">Hour of Teaching (Total)</td> <td style="text-align: center;">45 Hrs.</td> <td></td> <td style="text-align: center;">45 Hrs.</td> </tr> </table>				Theory	Practical	Cumulative	Credits	03		03	Hour of Teaching (Total)	45 Hrs.		45 Hrs.
		Theory	Practical	Cumulative											
	Credits	03		03											
	Hour of Teaching (Total)	45 Hrs.		45 Hrs.											
<ul style="list-style-type: none"> ● The course is designed to provide a basic understanding of how human speech sounds are articulated, realized, and represented using IPA symbols. ● Learners will also acquire essential knowledge for understanding the physical basis of spoken languages. 															
Course Objectives (not more than 100 words)															
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.														
Units	Course Content	Hr. of Teaching													
I	Air Stream Mechanism Articulatory Phonetics <ul style="list-style-type: none"> ● Place and Manner of Articulation, Consonants and Vowels ● Voicing and Aspiration 	15													
II	Phonetic Transcription and IPA Chart <ul style="list-style-type: none"> ● The Transcription of Consonants and Vowels ● Consonant and Vowel Charts 	15													
III	Acoustic and Auditory Phonetics <ul style="list-style-type: none"> ● Physical Correlates of Speech Sounds 	15													

⁷⁵ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁷⁶ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Acoustic Analysis of Vowels and Consonants ● Speech Perception 	
Texts / References	<p>Ladefoged, Peter & Johnson, Keith. (2015). A Course in Phonetics (Seventh ed.). USA: Cengage Learning.</p> <p>Ashby, Michael, & Maidment, John (2005). Introducing Phonetics Science. Cambridge: Cambridge University Press.</p> <p>Ladefoged, Peter. (1995). Elements of Acoustic Phonetics (Second ed.). Chicago: Chicago University Press.</p> <p>Raphael, L. J., Borden, G. J., & Harris, K. S. (2011). Speech Science Primer: Physiology, Acoustics, and Perception of Speech (Fifth ed.). Baltimore: Lippincott Williams & Wilkins.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● The airstream mechanisms humans use to produce pulmonic, glottalic, and velaric sounds. ● Various aspects of articulatory phonetics. ● The basics of phonetic transcription and how to use the IPA chart and its symbols. ● Some aspects of both articulatory and auditory phonetics. 	

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04 Year UG in Linguistics, Semester-III Multidisciplinary (MD) Course

Course Title	LNG MD-304 Corporate Communication		
Category of Course⁷⁷	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)		
Credits⁷⁸ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	03	03
	Hour of Teaching	45 Hrs.	45 Hrs.
	(Total)		
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● This course aims to equip students with effective communication skills for business and professional contexts. ● It will enable them to craft compelling job-related materials, excel in group discussions, interviews, and meetings, write clear and concise business documents, overcome language barriers, navigate cross-cultural communication, and apply non-verbal communication skills. ● Students will develop the confidence and expertise to succeed in their chosen fields. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Job-Related Communication <ul style="list-style-type: none"> ● Covering Letters, Resume Writing, Profile Writing, Profile Presentation ● Group Discussion, Interviews, Meetings 	15	
II	Inter and Intra-office Communication	15	

⁷⁷ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁷⁸ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Business Letters, Memo, Agenda, Minutes ● Report Writing: Purpose and Objectives, Types and Functions, Layout and Structure 	
III	<p>Barriers to Effective Use of Language</p> <ul style="list-style-type: none"> ● Redundancy, Verbosity, Pomposity, Jargon, Terminology, Euphemism, Colloquialism, Slang <p>Cross-Cultural Communication</p> <ul style="list-style-type: none"> ● Features of Culture, Principles of Culture, Contextual Differences, Social Differences, Non-Verbal Differences, Xenophobia, Ethnocentrism ● Non-Verbal Communication (KOPPACT): Kinesics, Oculistics, Proxemics, Paralanguage, Artifacts, Chronemics, Tactilics 	15
Texts / References	<p>Ashely, A. (1992). A Handbook of Commercial Correspondence (Second ed.). Oxford: Oxford University Press.</p> <p>Adler, Ronald B. & Rodman, George. (2006). Understanding Human Communication (Ninth ed.). New York: Oxford University Press.</p> <p>Guffey, Mary Ellen. (2007). Essentials of Business Communication (Seventh ed.). USA: Thomson South-Western.</p> <p>Sweeney, Simon. (2003). English for Business Communication (Second ed.). New York: Cambridge University Press.</p> <p>Munter, Mary & Russell, Lynn. (2008). Guide to Presentations (Second ed.). New Jersey: Pearson Prentice Hall.</p> <p>Bovée, Courtland L. & Thill, John V. (2018). Business Communication Today (Fourteenth ed.). England: Pearson.</p> <p>Hartley, Peter & Bruckmann, Clive G. (2007). Business Communication. New York: Routledge.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Craft effective job-related communication materials (cover letters, resumes, profiles) ● Participate confidently in group discussions, interviews, and meetings ● Write clear and concise business documents (letters, memos, agendas, minutes, reports) ● Identify and avoid barriers to effective language use (redundancy, jargon, euphemism, etc.) ● Communicate effectively across cultures, considering contextual, social, and non-verbal differences ● Demonstrate effective communication skills in various business and professional contexts. 	

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04 Year UG in Linguistics, Semester-I Skill Enhancement Course (SEC)

Course Title	LNG SEC-101 Fundamentals of Linguistics		
Category of Course⁷⁹	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)		
Credits⁸⁰ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	02	02
	Hour of Teaching (Total)	30 Hrs.	30 Hrs.
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To provide students with a foundational understanding of the nature and scope of linguistics as a scientific discipline. ● To familiarize students with the key branches of linguistics, including phonetics, phonology, morphology, and syntax. ● To introduce the basic concepts of language as a system of communication. ● To develop students' ability to analyze linguistic data 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	Introduction to Linguistics <ul style="list-style-type: none"> ● Definition and scope of linguistics ● Key branches of linguistics ● Language as a system of communication 	10	
II	Phonetics and Phonology <ul style="list-style-type: none"> ● Articulatory phonetics 	10	

⁷⁹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁸⁰ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Acoustic phonetics ● Phonological rules and representations ● Phonemes, allophones, and distinctive features 	
III	Morphology and Syntax <ul style="list-style-type: none"> ● Morphemes and word formation ● Inflectional vs. derivational morphology ● Morphological typology ● Morphological processes (e.g., affixation, compounding) ● Sentence structure and syntactic categories ● Phrase structure rules and tree diagrams 	10
Texts / References	Fromkin, V., Rodman, R., Hyams, N. M., Amberber, M., Cox, F., & Thornton, R. (2017). <i>An Introduction to Language with Online Study Tools 12 Months</i> . Cengage AU. Yule, G. (2022). <i>The study of language</i> . Cambridge university press. Varshney, R.L. (1977). <i>An Introductory Textbook of Linguistics & Phonetics</i> . Student store. Bareilly.	
Learning Outcomes (not more than 100 words)	After successfully completing the course students shall be able to: <ul style="list-style-type: none"> ● Explain what linguistics is and its different areas of study. ● Identify and describe how speech sounds are made and how they work in different languages. ● Understand how words are formed and the different ways they change in structure. ● Recognize and value the variety of languages and their unique characteristics. 	

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04 Year UG in Linguistics, Semester-II Skill Enhancement Course (SEC)

Course Title	LNG SEC-102 Understanding Phonetics and Phonology														
Category of Course⁸¹	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)														
Credits⁸² & Hour of Teaching	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">Theory</th> <th style="width: 20%;">Practical</th> <th style="width: 30%;">Cumulative</th> </tr> </thead> <tbody> <tr> <td>Credits</td> <td style="text-align: center;">02</td> <td></td> <td style="text-align: center;">02</td> </tr> <tr> <td>Hour of Teaching (Total)</td> <td style="text-align: center;">30 Hrs.</td> <td></td> <td style="text-align: center;">30 Hrs.</td> </tr> </tbody> </table>				Theory	Practical	Cumulative	Credits	02		02	Hour of Teaching (Total)	30 Hrs.		30 Hrs.
	Theory	Practical	Cumulative												
Credits	02		02												
Hour of Teaching (Total)	30 Hrs.		30 Hrs.												
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To make students aware of the sources of speech sounds, how these sounds are produced. ● To make students aware of which organs are involved in its production and the ways in which these sounds are produced. ● To make students aware of a set of standard symbols i.e. IPA (International Phonetic Alphabet), used to represent sounds of all the languages of the world. 														
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Units</th> <th style="width: 70%;">Course Content</th> <th style="width: 20%;">Hr. of Teaching</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">I</td> <td> <ul style="list-style-type: none"> ● AirStream Mechanism ● Organ of Speech ● Active and Passive Articulators </td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">II</td> <td> <ul style="list-style-type: none"> ● IPA (International Phonetic Association) ● IPA (International Phonetic Alphabet) </td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">III</td> <td> <ul style="list-style-type: none"> ● Place and Manner of Articulation </td> <td style="text-align: center;">10</td> </tr> </tbody> </table>				Units	Course Content	Hr. of Teaching	I	<ul style="list-style-type: none"> ● AirStream Mechanism ● Organ of Speech ● Active and Passive Articulators 	10	II	<ul style="list-style-type: none"> ● IPA (International Phonetic Association) ● IPA (International Phonetic Alphabet) 	10	III	<ul style="list-style-type: none"> ● Place and Manner of Articulation 	10
Units	Course Content	Hr. of Teaching													
I	<ul style="list-style-type: none"> ● AirStream Mechanism ● Organ of Speech ● Active and Passive Articulators 	10													
II	<ul style="list-style-type: none"> ● IPA (International Phonetic Association) ● IPA (International Phonetic Alphabet) 	10													
III	<ul style="list-style-type: none"> ● Place and Manner of Articulation 	10													

⁸¹ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁸² 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

	<ul style="list-style-type: none"> ● Voiced and Voiceless Sounds ● Three Term Label Diagram of Consonants ● Tongue Diagram of Vowels 	
Texts / References	<p>Ladefoged, Peter & Johnson, Keith. (2015). <i>A Course in Phonetics</i> (Seventh ed.). USA: Cengage Learning.</p> <p>Ashby, Michael, & Maidment, John (2005). <i>Introducing Phonetic Science</i>. Cambridge: Cambridge University Press</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> ● Differentiate sounds on the basis of place and manner of articulation. ● Learn IPA chart. ● To transcribe sounds and words of Hindi, English, and their respective native tongues etc. using IPA symbols. 	

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04 Year UG in Linguistics, Semester-III Skill Enhancement Course (SEC)

Course Title	LNG SEC-103 Typological Features of Indian Language		
Category of Course⁸³	✓ Major / Minor / Minor (Vocational) / SEC / AEC / VAC / MD / Internship / Dissertation (Tick any one of the above)		
Credits⁸⁴ & Hour of Teaching	Theory	Practical	Cumulative
	Credits	02	02
	Hour of Teaching	30 Hrs.	30 Hrs.
	(Total)		
Course Objectives (not more than 100 words)	<ul style="list-style-type: none"> ● To introduce Typology of Language and Language Universals. ● To make students aware of Inductive and Deductive approaches of study. ● To introduce all the major typological features of any one of the Indian Languages. 		
Course Content	The course content is divided into minimum 3 Units to maximum 5 units along with a defined hour of teaching for each unit.		
Units	Course Content	Hr. of Teaching	
I	<ul style="list-style-type: none"> ● Introduction to Language Typology ● Introduction to Language Universal ● Types of Language Universal 	10	
II	<ul style="list-style-type: none"> ● Introduction to Classification of Language on Genetic, Areal and Typological basis ● Inductive versus Deductive Approach 	10	

⁸³ SEC – Skill Enhancement Course; AEC – Ability Enhancement Course; VAC – Value Added Course; MD – Multidisciplinary Course

⁸⁴ 1 Credit (Theory) = 15 Hours; 1 Credit (Practical) = 30 Hours

III	<ul style="list-style-type: none"> • Typological Features of an Indian Language 	10
Texts / References	<p>Bhaskarrarao, P. & Subbarao, K.V. (eds.) 2001. The Year book of South Asian Languages and Linguistics. Thousand Oaks, London: Sage.</p> <p>Comrie, B. 1981. Language Universals and Linguistic Typology. Oxford: Basil Blackwell.</p> <p>Emeneau, M.B. 1964. India as a Linguistic area. In. Hymes, D. Language in Culture and Society: A Reader in Linguistics and Anthropology. New York: Harper and Row Publications.</p>	
Learning Outcomes (not more than 100 words)	<p>After successfully completing the course students shall be able to:</p> <ul style="list-style-type: none"> • Know the basics of Genetic, Areal and Typological basis of classification of languages. • Develop new perspective and approaches to look at the languages i.e. Inductive and Deductive. • Know major typological features of any one of the Indian Languages. 	

Head of the Department