

A State Education Policy (SEP) framework for B.A. Linguistics (IV, V and VI Semester)

Semester	Course Code	Title of the Paper	Credits	Theory (Exam)	Internal Assessment (IA)	Skill / Practical	Total Marks
I	DSC-I	Introduction to Language and Linguistics	05	80	20		100
II	DSC-II	Introduction to Phonetics and Phonology	05	80	20		100
III	DSC-III	Approaches to Morphology and Syntax	05	80	20		100
	OEC -I	Introduction to Language and Culture	03	80	20		100
IV	DSE -IV	Introduction to Applied Linguistics	05	80	20		100
	OEC -II	Interdisciplinary Linguistics	02	40	10		50
	SEC-I	Linguistic Field Analysis	02	40		10	50
V	DSC-V	Semantics and Pragmatics	04	80	20	-	100
	DSC-VI	Applied Translation and Communication	04	80	20	-	100
	SEC -II	Applied Linguistic Documentation & Digital Humanities	02	40		10	50
VI	DSC-VII	Sociolinguistics and Gender Studies	04	80	20	-	100
	DSC-VIII	Language and Literature	04	80	20	-	100
	SEC -III	Research Skills / Project	02	40	10	-	50

DSC -IV: Introduction to Applied Linguistics

Course Objectives:

1. **Introduce Language Acquisition:** To provide an overview of language acquisition processes, emphasizing the role of linguistic environments.
2. **Examine Influencing Factors:** To explore the impact of motivation, cross-linguistic influences, and theoretical models on language acquisition.
3. **Investigate Acquisition Strategies:** To study strategies for facilitating language acquisition and understand the nature of normal and pathological language development.
4. **Explore Language and Mind:** To examine language as a biological behavior, its relationship with the brain, and the role of the language faculty in acquisition, including the concept of motherese.
5. **Address Language Disorders:** To introduce the nature of deficits in language, speech, and hearing disorders, along with intervention and rehabilitation strategies.
6. **Understand Cultural Impacts:** To analyze intra- and intercultural language differences and their effects on mainstream communicative competence.

DSE -IV: Introduction to Applied Linguistics

UNIT I: Introduction to language acquisition; linguistic environment and language acquisition.

UNIT II: Motivation and language acquisition; cross linguistic influences on language acquisition; theoretical models of language acquisition; intra/intercultural language differences and their impact on mainstream communicative competence,

UNIT III: Language acquisition and strategies for facilitating acquisition; normal and pathological language; the nature of deficits in disorders of language, speech, and hearing; intervention and rehabilitation.

UNIT IV: Language and Mind Language as biological behaviour, brain and language; language faculty and language acquisition, motherese; normal and pathological language.

Learning Outcomes:

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

1. **Describe Language Acquisition Processes:** Explain the role of linguistic environments in language acquisition and the factors that influence it.
2. **Analyze Influential Factors:** Evaluate the role of motivation, cross-linguistic influences, and theoretical models in shaping language acquisition.
3. **Apply Acquisition Strategies:** Identify and apply strategies to facilitate language acquisition in diverse contexts, distinguishing between normal and pathological language development.
4. **Connect Language and Mind:** Discuss language as a biological behavior, its neurological basis, and the significance of motherese in early language acquisition.
5. **Assess Language Disorders:** Recognize the characteristics of language, speech, and hearing disorders and propose appropriate intervention and rehabilitation strategies.
6. **Evaluate Cultural Influences:** Analyze the impact of intra- and intercultural language differences on communicative competence and propose ways to address these in applied linguistic contexts.

Reference Books :

1. Cook, G. (2003). *Applied Linguistics*. Oxford University Press.
2. Lightbown, P. M., & Spada, N. (2021). *How Languages are Learned* (5th ed.). Oxford University Press.
3. Fromkin, V., Rodman, R., & Hyams, N. (2018). *An Introduction to Language* (11th ed.). Cengage Learning.
4. Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics* (6th ed.). Wiley-Blackwell.
5. Kuhl, P. K. (2004). *Early Language Acquisition: Cracking the Speech Code*. Nature Reviews Neuroscience.
6. Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford University Press.

7. Hulstijn, J. H. (2015). *Language Proficiency in Native and Non-native Speakers: Theory and Research*. John Benjamins Publishing Company.
8. Beitchman, J. H., & Brownlie, E. B. (2014). *Language Disorders in Children: Fundamental Concepts of Assessment and Intervention* (2nd ed.). Pearson.

OEC –II: Interdisciplinary Linguistics (OEC)

Distribution: 40 Marks (Theory) + 10 Marks (Practical/Internal)

Theory Content (40 Marks)

- **Unit 1: Psychological & Social Dimensions:** Scope of Interdisciplinary Linguistics. Psycholinguistics (Language acquisition and memory). Sociolinguistics (Language in social groups).
- **Unit 2: Biological & Anthropological Roots:** Neurolinguistics (Language and the brain). Biological foundations of speech. Anthropological linguistics and Folk linguistics.
- **Unit 3: Applied & Media Linguistics:** Computational Linguistics (basics). Stylistics in literature. Language in Mass Media (Print vs. Electronic) and the impact of digital communication on modern grammar.

Practical Component (10 Marks)

- **Media Analysis:** Compare the language style used in a traditional newspaper editorial versus a social media news thread (Stylistics & Mass Media).
- **Psycholinguistic Experiment:** A simple word-association test or observation of "Second Language Acquisition" hurdles in a classroom setting, documented in a 5-page report.

Summary of Assessment Structure

Category	Description	Marks/Weight
Theory Exam	Descriptive & Precise questions based on Units I, II, & III.	40
Practical/CIE	Fieldwork, Media projects, or Seminar presentations.	10
Total		50

SEC -I : Linguistic Field Analysis (IV Semester)

Focus: Data Collection & Primary Analysis

Credits: 02 | **Total Marks:** 50 (40 Theory + 10 Practical)

Theory Component (40 Marks)

- **Module I: Preparatory Phase:** Ethics, informed consent, and building questionnaires
- **Module II: Elicitation:** Documenting vowel/consonant inventories, suprasegmentals, and basic morphology (Nouns/Verbs).
- **Module III: Documentation:** IPA Transcription, drafting sketch grammars, and digital archiving basics.

Practical Component (10 Marks)

Task: Field Record Submission

- **Informant Profile:** Demographic data of the language consultant.
 - **IPA Word List:** 100–150 words transcribed accurately.
 - **Glossed Sentences:** 20 sentences using interlinear morphemic glossing.
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Summary of Assessment Pattern

Semester	Theory Exam (40M)	Practical/Field Work (10M)	Total
IV Semester	Written test on fieldwork ethics, phonetics, and grammar.	Elicitation & Transcription: Accuracy of IPA and field notes.	50

DSC -V: Semantics and Pragmatics

Total Credits: 04 and 05 Hours Per week | **Total Hours:** 50 | **Level:** Undergraduate

Course Description

This course provides a comprehensive introduction to the study of linguistic meaning. It is divided into two parts: **Semantics**, which focuses on the literal meaning encoded in language structures (words and sentences), and **Pragmatics**, which examines how context, speaker intention, and social conventions contribute to the communication of meaning.

Unit 1: Fundamentals and Lexical Semantics (20 Hours)

This unit combines the foundational philosophy of meaning with word-level semantics.

- **The Nature of Meaning:** Definitional issues; Linguistic meaning vs. Speaker meaning; Semantics vs. Pragmatics boundary.
- **Signs and Triangles:** The Semiotic Triangle (Ogden and Richards); Signified and Signifier (Saussure).
- **Sense and Reference:** Frege's distinction; Constant vs. Variable reference.
- **Lexical Relations:** Synonymy, Hyponymy, Meronymy; Antonymy (Gradable, Non-gradable, Converse); Polysemy vs. Homonymy.
- **Categorization and Decomposition:** Componential Analysis (Binary Features); Prototype Theory (Rosch).

Unit 2: Sentence Meaning and Truth Conditions (20 Hours)

This unit focuses on how words combine to create sentence-level meaning and logical relationships.

- **Truth-Conditional Semantics:** Concepts of Truth and Falsity; Analytical vs. Synthetic sentences.
- **Sense Relations between Sentences:** Entailment (logical necessity); Paraphrase; Contradiction.
- **Thematic Roles (Case Roles):** Identifying Agent, Patient, Experiencer, Instrument, Source, and Goal.
- **Presupposition:** Pre-existing knowledge; Presupposition triggers (Existential, Factive, Lexical); Constancy under negation test.

Unit 3: Pragmatics, Speech Acts, and Discourse (20 Hours)

This unit explores how context and speaker intention create meaning in communication.

- **Deixis:** Context-bound expressions (Person, Place, Time, and Social Deixis).
- **Conversational Logic (Grice):** The Cooperative Principle and the four Maxims; Conversational vs. Conventional Implicature; Flouting maxims.
- **Speech Act Theory:** Austin's Constatives vs. Performatives and the three acts (Locutionary, Illocutionary, Perlocutionary); Searle's Taxonomy; Direct vs. Indirect speech acts.
- **Social and Cognitive Pragmatics:** Brown & Levinson's Politeness Theory (Positive vs. Negative Face; FTAs); Relevance Theory (Sperber and Wilson); Cross-Cultural Pragmatics.

Model Question Paper

Time: 3 Hours | Max Marks: 80)

Section A: Short Answer Type

(Answer any 5 questions. Each carries 3 marks. 5X 3 = 15)

1. Differentiate between Signifier and Signified.
2. What is the difference between Polysemy and Homonymy?
3. Define Entailment and provide one example.
4. Briefly explain "Experiencer" and "Instrument" as thematic roles.
5. Define Person Deixis with an example.
6. What are Performative Verbs?
7. Explain the concept of Negative Face in Politeness Theory.

Section B: Short Essay Type

(Answer any 5 questions. Each carries 7 marks. 5X 7 = 35)

1. Explain the Triangle of Meaning (Ogden and Richards) and its significance.
2. Discuss the various types of Antonymy with suitable examples.
3. Explain Prototype Theory and how it challenges classical categorization.
4. Distinguish between Analytical and Synthetic sentences with examples.
5. What is a Presupposition? Explain the 'Constancy under Negation' test.
6. Describe the Cooperative Principle and the four Maxims of H.P. Grice.
7. Distinguish between Locutionary, Illocutionary, and Perlocutionary acts.

Section C: Long Essay Type

(Answer any 2 questions. Each carries 15X2 = 30)

1. Define Lexical Relations. Elaborate on Synonymy, Hyponymy, and Meronymy with detailed linguistic examples. (From Unit 1)
2. Analyze the difference between Semantics and Pragmatics. Provide a detailed discussion on why context is essential for interpreting speaker meaning. (From Units 1 & 3)
3. Write an essay on Speech Act Theory as proposed by Austin and further developed by Searle. Explain the taxonomy of speech acts. (From Unit 3)

DSC –VI : Applied Translation and Communication

Total Credits: 04 | **Hours per Week:** 05 | **Total Hours:** 50 | **Level:** Undergraduate

(V Semester)

Course Description

This course bridges the gap between linguistic theory and professional practice. It introduces students to the mechanisms of translation (decoding and recoding) and the nuances of effective communication across different media and cultures. Students will gain hands-on experience with translation tools and professional communication formats.

Unit 1: Foundations of Translation (20 Hours)

- **Theories of Translation:** Nida's Formal vs. Dynamic Equivalence; Newmark's Semantic vs. Communicative translation.
- **The Translation Process:** Analysis (Source Language), Transfer (Mental Mapping), and Restructuring (Target Language).
- **Translation Units:** Word, Phrase, Sentence, and Text as units of translation.
- **Equivalence Issues:** Lexical gaps, grammatical mismatches, and cultural untranslatability.
- **Types of Translation:** Literary, Technical, Administrative, and Media translation (Subtitling/Dubbing).

Unit 2: Professional Communication & Intercultural Competence (20 Hours)

- **Communication Models:** Linear, Interactive, and Transactional models in a linguistic context.
- **Technical Writing:** Basics of drafting reports, abstracts, and professional emails; Clarity, Conciseness, and Cohesion.
- **Intercultural Communication:** High-context vs. Low-context cultures; the role of pragmatics in avoiding "cross-cultural pragmatic failure."
- **Negotiation and Mediation:** Using language as a tool for conflict resolution and professional diplomacy.
- **Non-Verbal Communication:** Kinesics, Proxemics, and Paralanguage in professional settings.

Unit 3: Technology and Applied Practice (20 Hours)

- **CAT Tools (Computer-Assisted Translation):** Introduction to Translation Memory (TM), Terminology Management, and Machine Translation (MT).
- **The Post-Editing Era:** The role of the human translator in correcting AI-generated content (ChatGPT, Google Translate).
- **Localisation:** Adapting software, websites, and advertisements for specific regional markets.

- **Lexicography & Terminology:** Creating glossaries for specialized fields (Medical, Legal, IT).
 - **Practical Workshop:** Translating a 500-word technical text and a 500-word creative text; peer review and editing.
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Internal Assessment (IA) Plan (20 Marks)

1. **Practical Translation Portfolio (10 Marks):** Students maintain a file of three diverse translation tasks (e.g., a news article, a poem, and a manual).
 2. **Communication Simulation (05 Marks):** A mock professional scenario (e.g., an intercultural business meeting or drafting a formal press release).
 3. **Unit Test (05 Marks):** Objective and short-answer questions based on Unit 1 and Unit 2.
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Model Question Paper

Time: 3 Hours | **Max Marks:** 80

Section A: Short Answer Type

(Answer any 5. Each carries 3 marks. 5X 3 = 15)

1. Define "Dynamic Equivalence."
2. What is the difference between "Source Language" (SL) and "Target Language" (TL)?
3. Name three common CAT tools used by professionals.
4. Define "Localisation" with an example.
5. What is "Paralanguage"?
6. Briefly explain the concept of a "Lexical Gap."

Section B: Short Essay Type

(Answer any 5. Each carries 7 marks. 5X 7 = 35)

1. Compare and contrast Semantic and Communicative translation as proposed by Peter Newmark.
2. Discuss the challenges of translating cultural idioms and metaphors.
3. Explain the importance of "Clarity" and "Cohesion" in technical communication.
4. Describe the role of the human translator in the age of Artificial Intelligence.
5. How do "High-context" and "Low-context" cultures differ in their communication styles?
6. Elaborate on the steps involved in the "Restructuring" phase of translation.

Section C: Long Essay Type

(Answer any 2. Each carries 15X2 = 30)

1. **Theories of Equivalence:** Provide an in-depth analysis of Eugene Nida's translation theory and its relevance to modern linguistics.
2. **Technical Practice:** Discuss the workflow of a professional translation project from initial analysis to final proofreading.
3. **Applied Communication:** Analyze a case of "cross-cultural pragmatic failure" and suggest linguistic strategies to overcome such barriers in professional settings.

SEC- II: Applied Documentation & Digital Humanities (V Semester)

Focus: Data Processing & Computational Application

Credits: 02 | **Total Marks:** 50 (40 Theory + 10 Practical)

Theory Component (40 Marks)

- **Module I: Lexicography:** Dictionary structure, semantic domains, and software (FLEEx/WeSay).
- **Module II: Corpus & Annotation:** Converting narratives to machine-readable text and Leipzig Glossing Rules.
- **Module III: Applied Outcomes:** Creating community resources (primers), acoustic analysis (Praat), and introduction to NLP.

Practical Component (10 Marks)

Task: Digital Linguistic Portfolio

- **Mini-Lexicon:** A searchable database of 200 words with grammatical labels.
- **Annotated Narrative:** A 3-minute recording, transcribed and translated.
- **Acoustic Profile:** Visual spectrograms of key phonetic features.

Summary of Assessment Pattern

Semester	Theory Exam (40M)	Practical/Field Work (10M)	Total
V Semester	Written test on Lexicography, NLP basics, and Corpus tools.	Linguistic Annotation: Proficiency in glossing and digital tools.	50

DSC -VII: Sociolinguistics and Gender Studies

Since this is for a **Discipline Specific Course (DSC)** in the 6th Semester (final year) of a B.A. program, the syllabus is designed to be more advanced, focusing on research methodology, critical theory, and the intersectional nature of identity.

Unit 1: Social Stratification and Variation (20 Hours)

This unit focuses on the quantitative and structural relationship between language and social groups.

- **The Quantitative Paradigm:** William Labov's seminal studies (Martha's Vineyard and New York City); defining the "Sociolinguistic Variable."
- **Social Structures:** High-density vs. Low-density networks (Lesley Milroy's Belfast study); Speech Communities vs. Communities of Practice (Eckert & McConnell-Ginet).
- **Prestige and Ideology:** Standard language ideology; Linguistic prestige (Overt vs. Covert); Hypercorrection and linguistic insecurity.
- **Social Variables:** The impact of Class, Ethnicity, and Caste on linguistic variation; Statistical trends in urban vs. rural speech.

Unit 2: Language, Power, and State Policy (20 Hours)

This unit examines the macro-sociolinguistic forces that govern how languages live, die, and interact.

- **Language Planning:** Status, Corpus, and Acquisition planning; National vs. Official languages.
- **Linguistic Politics:** Linguistic Imperialism and the global spread of English; Minority language rights and revitalization efforts.
- **Critical Discourse Analysis (CDA):** Examining how power, dominance, and social inequality are reproduced through speech and text.
- **Global Trends:** Language death and the politics of "standardizing" dialects; the role of education in language maintenance.

Unit 3: Gender, Identity, and Digital Themes (20 Hours)

This unit explores the intersectional nature of identity and how modern technology influences social linguistics.

- **Gender Frameworks:** From biological Sex to social Gender; The Deficit Model (Lakoff), The Difference Model (Tannen), and The Dominance Model (Spender/Zimmerman & West).
- **Queer Linguistics:** Linguistic performance of non-heteronormative identities; Lavender Linguistics.
- **Intersectionality:** Applying Kimberlé Crenshaw's framework; how gender interacts with Race, Class, and Caste.

- **Contemporary & Digital Sociolinguistics:** Politeness and gendered expectations ("niceness" vs. "assertion"); Gender performance in social media; Algorithmic bias in AI (Siri/Alexa).
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Model Question Paper (80 Marks)

DSC-VII Sociolinguistics and Gender Studies

Time: 3 Hours | Max Marks: 80

Section A: Very Short Answer Type

(Answer all 10 questions. Each carries 2 marks. 10X 2 = 20)

1. Define the "Sociolinguistic Variable."
2. What is "Hypercorrection"?
3. Distinguish between Overt and Covert Prestige.
4. What is "Status Planning" in language policy?
5. Define "Linguistic Imperialism."
6. What is the "Deficit Model" in gender studies?
7. Briefly define "Lavender Linguistics."
8. What is a "Community of Practice"?
9. Give an example of "Factive" vs. "Non-factive" power in discourse.
10. What is "Algorithmic Bias" in the context of voice assistants?

Section B: Short Note Type

(Answer any 4 out of 6. Each carries 5 marks. 4X 5 = 20)

1. Explain Labov's findings in the New York City department store study.
2. Discuss the difference between High-density and Low-density social networks.
3. Summarize the goals of Critical Discourse Analysis (CDA).
4. Contrast the "Difference Model" and the "Dominance Model" of gendered speech.
5. How does Intersectionality change our understanding of "Women's Language"?
6. Describe the importance of Minority Language Revitalization.

Section C: Long Essay Type

(Answer any 2 out of 4. Each carries 20 marks. 2X 20 = 40)

1. **Linguistic Variation:** Detail the shift from "Speech Communities" to "Communities of Practice." How does this change our understanding of social identity?
2. **Language and State:** Analyze the impact of Language Planning and Policy on indigenous languages. Use examples of National vs. Official language conflicts.
3. **Gender Performance:** Critically evaluate the evolution of Language and Gender studies from Robin Lakoff to modern Queer Linguistics.
4. **Case Study/Data Analysis:** Discuss the performance of gender in digital spaces. How do social media platforms and AI technologies reinforce or challenge traditional sociolinguistic norms?

DSC -VIII: Language and Literature

Total Credits: 04 | **Hours Per Week:** 05 | **Total Hours:** 50 | **Level:** Undergraduate

Course Description

This course examines the relationship between the system of language and the practice of literature. It introduces students to **Stylistics**—the study of textual meaning through linguistic analysis. Students will learn to move beyond "impressionistic" readings of literature to rigorous, evidence-based analysis of poetry, prose, and drama.

Unit 1: Foundations of Stylistics (20 Hours)

- **The Nature of Literary Language:** Is there a "literary" dialect? Formalist vs. Functionalist views.
- **Foregrounding:** The core of literary effect; **Defamiliarization** (Shklovsky) and "making it strange."
- **Deviation:** Linguistic "rule-breaking" at various levels:
 - *Graphological:* Visual layout and punctuation (e.g., E.E. Cummings).
 - *Phonological:* Alliteration, Assonance, and Rhyme schemes.
 - *Morphological and Syntactic:* Unusual word formations and sentence structures.
- **Parallelism:** The repetition of structures to create pattern and emphasis.

Unit 2: The Language of Poetry and Narrative (20 Hours)

- **Trope and Figure:** Advanced study of Metaphor and Metonymy; Conceptual Metaphor Theory (Lakoff & Johnson).
- **Narratology:** * *Point of View:* First, second, and third-person narration; Omniscience vs. Limited perspective.

- *Speech and Thought Presentation*: Direct Speech, Indirect Speech, and **Free Indirect Discourse** (the "stream of consciousness").
- **Deixis in Literature**: How "here," "now," and "I" construct the fictional world (Deictic Shift Theory).
- **Transitivity**: Identifying "Who does what to whom" (Agent/Patient) to reveal power dynamics in a story.

Unit 3: Applied Literary Analysis (20 Hours)

- **The Pragmatics of Drama**: Applying the **Cooperative Principle** and **Speech Act Theory** to theatrical dialogue.
- **Intertextuality**: How texts "talk" to each other; Allusion and Pastiche.
- **Cognitive Stylistics**: How readers build "Mental Models" of characters and settings.
- **Practical Criticism Workshop**: * Step-by-step stylistic analysis of a short story.
- Step-by-step stylistic analysis of a contemporary poem.
- Comparing a "Standard" news report with a "Literary" retelling of the same event.

Internal Assessment (IA) Plan (20 Marks)

1. **Stylistic Commentary (10 Marks)**: A 1,000-word linguistic analysis of a chosen poem or short story excerpt.
 2. **Creative-Formalist Task (05 Marks)**: Rewrite a standard text (e.g., a recipe or weather report) using three types of linguistic "deviation."
 3. **Quiz (05 Marks)**: Covering key terms (Foregrounding, Transitivity, Deictic Shift).
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Model Question Paper

Time: 3 Hours | **Max Marks:** 80

Section A: Short Answer Type

(Answer any 5. Each carries 3 marks. 5X 3 = 15)

1. Define "Defamiliarization."
2. What is Graphological Deviation? Provide an example.
3. Explain the difference between Metaphor and Metonymy.
4. What is "Free Indirect Discourse"?
5. Define "Alliteration" and its effect in poetry.
6. What is an "Internal Narrator"?

Section B: Short Essay Type

(Answer any 5. Each carries 7 marks. 5X 7 = 35)

1. Discuss the role of **Parallelism** in creating aesthetic rhythm in prose.
2. How does **Transitivity** analysis help in understanding the "agency" of a character?
3. Explain **Deictic Shift Theory** and how readers "enter" a story world.
4. Analyze how Grice's **Maxims** are often flouted in dramatic dialogue for comedic effect.
5. Discuss Conceptual Metaphor Theory: How do we "live by" metaphors?
6. Describe the difference between "Story" (Fabula) and "Plot" (Sjuzhet).

Section C: Long Essay Type

(Answer any 2. Each carries 15 marks. 2X 15 = 30)

1. **The Language of Poetry:** Write a detailed essay on the various levels of linguistic deviation used by poets to foreground meaning.
2. **Narrative Perspectives:** Compare and contrast different modes of speech and thought presentation. How do they affect the reader's sympathy toward a character?
3. **Practical Analysis:** Below is a short excerpt from a famous text (Text provided in exam). Conduct a full stylistic analysis focusing on its syntax, lexis, and imagery.

SEC-III : Research Skills in Linguistics

This syllabus is designed for a Semester VI Undergraduate course, specifically tailored for a 50-mark assessment. Since this is the final year of the degree, the focus is on bridging the gap between theoretical knowledge and practical application, preparing students for a dissertation or field project.

Course Title: Research Skills in Linguistics

Total Marks: 50 (Internal: 10 | Theory: 40)

Course Objective

To equip students with the fundamental tools for scientific inquiry into language, including field techniques, data management, ethics, and the ability to formulate a viable research proposal.

Unit 1: Foundations of Linguistic Research (10 Marks)

Scientific Inquiry in Linguistics: Descriptive vs. Prescriptive approaches; The Empirical Cycle (Observation, Hypothesis, Testing, Analysis).

Types of Research: Qualitative (Ethnography, Case Studies) vs. Quantitative (Experimental, Statistical); Pure vs. Applied research.

Literature Review: Identifying research gaps, using digital repositories (Google Scholar, JSTOR, Shodhganga), and summarizing existing work.

Unit 2: Fieldwork & Data Collection (15 Marks)

The Field Setting: Entry into the speech community; Role of the researcher and the consultant (informant).

Elicitation Techniques: Word lists (Swadesh list), sentence frames, pictorial stimuli, and recording natural discourse.

Tools for Data: Using audio/video recorders; Basics of transcription (IPA) and metadata management.

Ethical Considerations: Informed consent, anonymity, and the ethical treatment of endangered language communities.

Unit 3: Data Analysis & Processing (15 Marks)

Organizing Data: Introduction to corpus-based methods; Basics of software like ELAN or Praat (for phonetic analysis).

Introductory Statistics: Understanding variables; Mean, Median, Mode; Frequency distribution in linguistic data.

Analysis Levels: Identifying patterns in Phonology (minimal pairs), Morphology (allomorphy), and Syntax (constituent tests).

Unit 4: Research Communication (10 Marks)

Structuring a Paper: Abstract, Introduction, Methodology, Results, Discussion, and Conclusion.

Citation Styles: Familiarity with APA or LSA (Linguistic Society of America) style guides.

Academic Integrity: Understanding Plagiarism and the importance of proper referencing.

Suggested Internal Assessment (15 Marks)

Project Work: Students must conduct a mini-fieldwork exercise (e.g., documenting 50 words from a non-native dialect) and present a 2-page report. (10 Marks)

Presentation: A 5-minute presentation on their proposed research topic. (5 Marks)

Recommended Reading

Abbi, A. (2001). A Manual of Ethnolinguistic Information Enumerator's Guide.

Bowern, C. (2008). Linguistic Fieldwork: A Practical Guide. Palgrave Macmillan.

Litosseliti, L. (2010). Research Methods in Linguistics. Continuum.

Podesva, R. J., & Sharma, D. (2013). Research Methods in Linguistics. Cambridge University Press.

Summary of Assessment Pattern

Semester	Theory Exam (40M)	Practical/Field Work (10M)	Total
VI Semester	Written test Research Skills in Linguistics	Data Analysis	50