Faculty of Humanities & Social Sciences

Linguistics

M.A.Linguistics

Curriculum

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M.A. Linguistics

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Kathmandu, Nepal

Introduction

This two-year MA programme in Linguistics comprises various fields of general and applied linguistics. The focus has been given to foundation courses like phonetics, phonology, morphology, syntax and semantics. With this background, students will then be introduced to sociolinguistics, psycholinguistics, historical linguistics, typological studies, various linguistic theories, field methods and application of linguistics to various practical fields.

General Objectives

The courses under this programme are designed to enable the students to become theory-oriented and explanatorily motivated academic linguists, observationally oriented and descriptively motivated field linguists, and also service-oriented and developmentally motivated applied linguists. The programme aims at promoting linguistics as a discipline, encouraging the students to describe numerous languages of Nepal and applying the knowledge of linguistics in various fields like text analysis, translation, language teaching, lexicography, literacy and other similar kinds of works.

Specific Objectives

Upon completion of the two-year MA programme in Linguistics, the students will be able to:

- develop expertise in various linguistic fields
- analyze languages at different levels
- use their knowledge of linguistics in various practical fields related to specific language communities in particular and Nepal in general
- work in various practical fields such as language teaching, translation, lexicography, literacy etc.

The Course Structure

The Central Department of Linguistics offers compulsory, advanced (specialization) and optional courses given in Table 1. These courses are included in ten papers as follows:

Table 1: Course Structure

1st Year:

Paper	Code No	Subject	Full Marks
I	Lg.501	Phonetics: 1) Introductics ------- 50 Written (40) + Pract. (10) 2) Advanced Phonetics -- 50 Written (35) + Pract. (15)	100
II	Lg.502	Phonology and Morphology: 1) Phonology ---------50 2) Morphology ------50	100
III	Lg.503	Syntax and Semantics: 1) Basic Syntax ----------50 2) Syntax and Semantics -- 50	100
IV	Lg.504	Sociolinguistics and Psycholonguistics: 1) Sociolinguistics ---------- 50 2) Psycholinguistics---------- 50	100
V	Lg.505	History of Linguistics and Linguistic Theories: 1) History of Linguistics ---------- 50 2) Linguistic Theories ---------- 50	100

2nd Year

VI	Lg.506	Historical Linguistics and Typological Studies: 1) Historical Linguistics ---------- 50 2) Typological Studies ---------- 50		100
VII		Research Methodology in Linguistics		
	Lg.507-1A	Field Methods ----------50: Written (35) + Pract. (15)		100
	Lg.507-2A	Linguistic Survey --------- ---50: Written (35) + Pract. (15)	Any One	
	Lg.507-2B	Use of Computer in linguistics- 50: Term Pap. (35) + Pract. (15)	,,	
	Lg. 507-2C	Logic for Linguists ----------50	,,	
VIII		**Specialization (A): Any One**		
	Lg.508-1A	Generative Grammar ----------50		100
	Lg.508-2A	Systemic - Functional Linguistics ----- 50		
	Lg.508-3A	Tagmemics ---------- 50		
	Lg.508-4A	Typological-Functional Grammar -- --- 50		
	Lg.508-5A	Sign Language Linguistics ---------- 50		
	Lg.508-6A	Topics in Linguistics ---------- 50		
		Specialization (B): Any One		
	Lg.508-1B	Tibeto-Burma Linguistics---------- 50		100
	Lg.508-2B	Indo-Aryan Linguistics ---------- 50		
	Lg.508-3B	Japanese Linguistics ---------- 50		
	Lg.508-4B	Sanskrit Linguistics ---------- 50		
	Lg.508-5B	English Linguistics ---------- 50		
	Lg.508-6B	Nepali Linguistics ---------- 50		
IX		**Optional : (ONE of the Following Papers)**		
	Lg.509-1	Stylistics and Stylistic Analysis of Texts: 1) Stylistics ---------- 50 2) Stylistic Analysis of Literay Texts- 50		100
	Lg.509-2	Narratology and Analysis of Folk Narratives: 1) Narratology ---------- 50 2) Analysis of Folk Narratives ------- 50		100
	Lg.509-3	Transalation Studies and Practical Translation: 1) Translation Studiess ---------- 50 2) Practical Translation ---------- 50		100
	Lg.509-4	Language Teaching: Theory and Practice: 1) Language Teaching Theories/ Methodologies---------- 50 2) Language Teaching Practices -------50		100
	Lg.509-5	Literacy: Theory and Practice: 1) Literacy Theory/Methodology ------ 50 2) Practical Literacy ---------- 50		100
	Lg.509-6	Lexicography and Practical Dictionary Making: 1) Lexicography ---------- 50 2) Practical Dictionary ----------50		100
	Lg.509-7	Topics in Applied Linguistics: - 50+50: Workshop/Term Pap.		100
X	Lg.510	Thesis		100

Division of Papers into Courses

All the papers are divided into courses. In most cases two courses are combined to make 100 marks and four hours of examinations. The students have to pass in the whole paper choosing answers from all sections/parts as directed. But they have to pass separately in Paper IV (1) Sociolinguistics and (2) Psycholinguistics, Paper VII Research Methodology(A) and (B), Paper VIII Specialization(A) and (B); and in both (1) and (2) in the optional paper. The practical aspects of the courses are included in Phonetics and Research Methodology in which students should get a minimum of 40% pass marks.

The Compulsory Courses

All the courses of the first year are compulsory courses. Two courses of the second year of MA are also compulsory. The courses on research methodology are compulsory together with 15-day practical fieldwork under the guidance of a teacher. The course on Lg. 507(A1) Field Methods is compulsory, and students have choice of selecting one of the three courses: Lg.507 (B1) Linguistic Survey, (B2) Use of Computers in Linguistics and (B3) Logic for Linguistics. As most of the foundation courses are offered in the first year, they deal with topics that are taught in General Linguistics. A non-credit course of General Linguistics Lg.301. is recommended for those who have not studied any linguistics at the bachelor level. A dissertation carrying 100 marks is compulsory.

Specialization courses

There are two types of specialization courses: linguistic theories and linguistics structures. Students are encouraged to specialize in one of the important theories (e.g. Generative grammar, Systemic, Tagmemics and Functional-Typological Grammar) and one of the language areas (such as Tibeto-Burman Linguistics, Indo-Aryan Linguistics, Japanese Linguistics, Sanskrit Linguistics, English linguistics and Nepali linguistics). These courses are prepared to enable the students to strengthen their theoretical foundations of the linguistic structures of independent languages more closely. Some more specialization courses need to be prepared in the near future in order to prepare experts in various core, applied and interdisciplinary fields of linguistics.

Seminar/workshop courses

Some specialization courses in linguistic theories and linguistic description can be extended as seminar courses to fill the slots of the course Lg. 508 (6A) Topics in Linguistics and Lg.510 (G) Topics in Applied Linguistics. These courses can be developed when a need of such courses are felt and visiting scholars or experts are available to offer such courses.

Applied linguistics

The courses such as stylistics and stylistic analysis; Narratology and Folk Narratives; Translation Studies and Practical Translation, Language Teaching: Theory and Practice; Lexicography and Practical Dictionary Making, and Literacy and Practical Literacy are offered in combination to enable students to

apply their knowledge of linguistics in various practical fields. As all the courses cannot be offered at a time, the students will be notified by the Department about the course offerings in applied linguistics available for a particular academic year.

Entry requirements

MA in linguistics is allowed to a candidate holding a Bachelor's degree in any discipline, but there is no provision for private candidates in the Department. Preferences will be given to those who have majored in Linguistics. An entrance examination will be held to test students' proficiency in the English language, as they are required to understand and express in the English language. As language is both form and content, the Department suggests a reading list to students to prepare for the entrance examination.

Second Year Pre-requisites

In order to get admitted to the second year of MA, the students must pass at least two papers out of 5 papers in the first year. If the students pass in less than 2 papers, they will have to remain in the first year and repeat the failed papers. This provision has been made to facilitate the students in doing skill-oriented methodology courses, specialization courses, and optional courses in applied linguistics, term papers and thesis writing in the second year. The students can perform better in the second year if they complete basic courses in the first year of their studies.

Evaluation Scheme

The evaluation scheme for MA in Linguistics is part of the total scheme of the university. The following types of evaluation will be used:

(A) Written examination

All the papers of four hours will be divided into two sections to cover two courses of the paper. There will be long and short questions and short notes for each course of 50 marks, 40 marks or 35 marks.

(B) Practical Examination and internal assessment

Practical examinations should be conducted by the teacher concerned and an external examiner. The teacher concerned should be responsible for the internal assessment of the students' performance.

(C) Evaluation of seminar/workshop courses

Courses of specialized and applied nature taught by the experts, teachers and visiting scholars should be evaluated on the basis of students' term papers.

(D) Scheme for the evaluation of term paper and thesis

The term papers and theses should be evaluated by two examiners: the external and internal (supervisor).

Grading

A students who has passed his/her two years of study will be graded on the basis of the two years' average marks as follows:

75	percent and above Distinction
60	percent and above First Division
50	percent and above Second Division
40	percent and above Third Division

1st Year:

Paper	Code No	Subject	Full Marks
I	Lg.501	Phonetics: 1) Introductics ------- 50 Written (40) + Pract. (10) 2) Advanced Phonetics -- 50 Written (35) + Pract. (15)	100
II	Lg.502	Phonology and Morphology: 1) Phonology ---------50 2) Morphology ------50	100
III	Lg.503	Syntax and Semantic: 1) Basic Syntax ----------50 2) Syntax and Semantics -- 50	100
IV	Lg.504	Sociolinguistic and Psycholonguistics: 1) Sociolinguistics ---------- 50 2) Psycholinguistics---------- 50	100
V	Lg.505	History of Linguistics and Linguistic Theories: 1) History of Linguistics ---------- 50 2) Linguistic Theories ---------- 50	100

Phonetics

Lg.501 **Paper: I**

This paper consists of two courses: (A) Articulatory Phonetics, and (B) Advanced Phonetics.

1) Articulatory Phonetics

Full Marks: 50
Teach Hrs: 75
Evaluation: Written 80%, Practical 20%

Course Description

This is an introductory course in phonetics designed to give students theoretical introduction to Articulatory Phonetics. The practical unit of this course aims to make the students capable of listening, articulating and transcribing the sounds given in the IPA chart, with special reference to the phones found in languages of Nepal.

Course Objectives:

On completion of this course the students will be able to:

- understand the theoretical aspects of articulatory phonetics
- explain the speech production mechanisms,
- listen and transcribe the sounds
- describe the sounds.

Course Contents:

Units		Teach. Hrs.
I	***Theoretical Phonetics***	35

1.1. Speech organs
1.2. Airstream mechanism (pulmonic, glottalic and velaric) and initiators (lungs, glottis and velum)
1.3. Direction of the air (ingressive vs egressive, ejective vs implosive)
1.4. Status of the glottis: voiced vs voiceless, aspirated vs unaspirated, murmur, creaky voiced, tone vs intonation, breathy sonorants
1.5. Functions of the velic port (nasal vs nonnasal, anusvara)
1.6. Place of articulation (bilabial, labiodental, dental, alveolar, post-alveolar, retroflex, palatal, velar, uvular, pharyngeal, glottal)
1.7. Functions of active articulators (front, back, root, apex and the lamina of the tongue, apical vs laminal,)
1.8. Stricture types and the definition of plosive, fricative affricate, trill, flap, tap, lateral vs median (fricature and

approximate), prolongable vs nonprolongable sounds

1.9. Aspects and phases of articulation

II ***Practical Phonetics*** **15**

2.1. Transcription, articulation and ear training of the sounds in the IPA chart

2.2. Reading palatograms and linguograms

III ***Classification of Sounds*** **25**

3.1. Vowel, consonant, diphthong and semivowel

3.2. Classification of Nepalese consonants in the IPA chart

3.3. Segmental vs supra-segmental sounds

3.4. Phonation types: tense and lax, breathy and clear, creaky voiced and laryngealization

3.5. Tones

3.6. Classification of Nepali vowels: lip rounding, nasalization, tongue height and backness (model: cardinal vowels)

Recommended Readings

1. Allen, W.S. (1953) ***Phonetics in Ancient India,*** London: Oxford University Press.
2. Bhaskararao, Peri (1972) ***A Practial Phonetics 1.*** Poona : Deccan college.
3. Catford, J.C. (1988) ***A Practial Introduction to Phonetics***. Oxford: clarendon.
4. Chart (revised to 1993).
5. O' Connor, J.D. (1973) ***Phonetics*** (Chapters2 and 5). Penguin Books.

Reading List

1. Abercrombie, David (1967) ***Elements of general Phonetics***. Edinburgh Univ. Press.
2. Catford, J.C. (1977) ***Fundamental Problems in Phonetics***. New Yark: Harcourt.
3. Kansakar, T.R. (1998) ***A Course in English Phonetics***. Chennai: Orient Longman.
4. Ladefoged, Peter (1971) ***Preliminaries to Linguistic Phonetics,*** University of Chicago Press.
5. Ladefoged, Peter (1982) ***A Course in Phonetics***. New York: Harcourt.
6. Laver, John (1994) ***Principles of Phonetics***, Cambridge University Press.
7. Pike, K.L. (1943) ***Phonetics, Ann Arbor:*** University of Michigan Press.
8. Pokharel Madhav P. (1989) ***Experimental Analysis of Nepali Sound System***. Ph.D. Thesis, University of Pune.
9. Verma, Siddheshwar (1961) ***Critical Studies in the Phonetics Observations of the Indian Grammarians***, Delhi: Munsiram Manoharlal.

(2) Advanced Phonetics

Full Marks: 50
Teach Hrs: 75
Evaluation: Written 80%, Practical 20%

Course Description

This course is intended to familiarize the students with acoustic and auditory features of speech sounds. This course also provides them with the recent development in phonetics.

Course Objectives:

On completion of this course, students will be able to:

- understand the theories of acoustic and auditory phonetics
- explain the auditory and acoustic aspects of speech sounds
- analyze the speech sounds

Crouse Contents:

Units		Teach. Hrs.
I	***Acoustic Phonetics***	30
	1.1. Frequency, amplitude, oscillation, cycle, period, wavelength, intensity and phases of a simple periodic wave. Sinusoidal wave, simple harmonic motion, transverse wave and longitudinal wave	
	1.2. Periodic and aperiodic waves, simple and complex periodic waves.\	
	1.3. Fourier analysis, fundamental frequency, harmonics, spectrum	
	1.4. Resonance, resonator, resonant frequency, resonance curve, damped resonance, resonators, bandwidth, sympathetic vibrations, natural frequency	
	1.5. Formant, formant frequency, spectrograph, spectrogram, spectrography, transition, noise component, wide band and narrow band spectrograms	
	1.6. Formant chart, striations, voice bar, poles and zeroes Voice onset time and voice offset time	
II	***Auditory Phonetics***	15
	2.1. Structures and functions of the human ear	
	2.2. Speech synthesis	
	2.3. Locus principle	
	2.4. Categorical perception	
	2.5. Cardinal Vowels	
	2.6. Pitch vs tone, loudness vs amplitude	
	2.7. Sonority hierarchy	
	2.8. Theories of speech perception: Motor theory, analysis-by-synthesis theory, quantal theory	

III *Practical Phonetics* 25

3.1. Making a formant chart of the vowels of Nepali and any other language of Nepal by reading spectrograms

3.2. Reading spectrograms for duration, voicing, aspiration, plosion, friction and affrication; vowel vs consonant, front vs back vowel, nasal vs oral sound, vowel and glide vs diphthong, rising vs falling tone, place of articulation, oral vs nasalized vowel, breathiness and intonation

3.3. Structures and functions of the human ear, human brain and the location of auditory center, motor cortex and sensory cortex, listening tone, length, application of the motor theory and the analysis- by- synthesis theory for the identification of suspicious pairs of sound

Recommended Readings

1. Borden, Gloria J. and Katherine S. Harris (1980) ***Speech Science Primer,*** London: Williams & Wilkins.
2. Liberman, P. and S. E. Blumstein (1988) ***Speech Physiology, Speech Perception and Acoustic Phonetics,*** Cambridge University Press.

Reading List

1. Denes, Peter B and E.N Pinson (1973) ***The Speech Chain***. New York: Anchor Books.
2. Fant, G and M.A.A. Tatham ed. (1975) ***Auditory Analysis and Perception of Speech***. O Connor, J.D. (1973) Phonetics. Penguin books.
3. Fry, D.B. (1979) ***The Physics of Speech, Cambridge:*** Cambridge University Press.
4. Ladefoged, Peter (1962) ***Elements of Acoustic Phonetics***, Chicago. University of Chicago Press.
5. ---------- (1982) ***A Course in Phonetics***, New York: Harcourt, New York: Academic Press.

Phonology and Morphology

Lg.502 **Paper: II**

This course contains two courses (1) Phonology and (2) Morphology

(1) Phonology

Full Marks: 50
Teach Hrs: 75
Evaluation: Written 80%, Practical 20%

Course Description

This course is designed to make the students well acquainted with the history, processes and current trends in phonology, and enable them to understand the relationship between phonology and morphology.

Course Objectives:

On completion of this course, the students will be able to:

- understand the basic principles of phonological theory and be familiar with the recent trends and approaches in phonological analysis
- argue for the close connection between phonology and morphology with relevant examples
- analyze the phonological data from the languages spoken in Nepal

Course Contents:

Units		Teach. Hrs.
I	***Introduction to Phonology***	30
	1.1 Phonological Theory: Phonetics and Phonology; Traditional approaches; Modern developments; Distinctive Feature Theory (Trubetzkoy, Jakobson, Chomsky and Halle); Controversial issues	
	1.2 Phonological Analysis: Phonological representations; Phonological levels; Phonological rules; the phoneme as a psychological reality (levels of adequacy, grammatical prerequisites to phonology, morphophonemes, systemmatic phonemics, phonological abstractness)	
	1.3 Phonological Simplicity: Simplicity, economy and generality; feature counting, rule formation (abbreviatory conventions, brace notation, bracket notation, parenthesis notation, angled bracket notation, alpha notation), rule ordering	
	1.4 Phonological Naturalness: Natural classes, natural segments (Prague school, markedness in generative phonology); natural systems and natural rules	
	1.5 Suprasegmental Phonology: Syllable, grammatical units (sequential constraints); the role of boundaries in phonological rules; transformation cycle; stress and stress language; tone and tone language; contour tone and level tone; tone rules; intonation; vowel harmony; nasalization	
II	***Recent Developments in Phonology***	30

2.1. Lexical phonology: Morphologically sensitive phonology; relevance of lexical information, distinctive nature of alternating sounds, phonetic motivation for alternation; derived environment rules; cyclic rules; word formation rules and constraints; lexical and postlexical rules; structure preservation; multistratal rules; outstanding problems

2.2. The Syllable and Syllabification: Basic concepts; medial and marginal clusters; continuous vs staged syllabification; syllable quantity and weight; resyllabification

2.3. Autosegmental Phonology: Non-linear phonological representation; feature specification and segment positions; segmental tier and tonal tier; multiple linking and the obligatory contour principle; an ordering paradox; Stevich's rule of tonal change; vowel harmony (the autosegmental perspective); tone in Asian languages (register, contour tones as units)

III ***Practical Phonology*** **15**

3.1. Minimal pairs; complementary distribution; free variation; phonemic inventory and a writing system

3.2. Phonological analysis: consonant cluster; -syllable structure; writing phonological rules; rule formalism; rule ordering; assimilation (voicing, nasalization, etc), acquisition of child phonology; and prosodic phonology

3.3. Analysis of phonological data from Nepalese languages

Recommended Readings

1. Clark, John and Colin Yallop (1990) ***An Introduction to Phonetics and Phonology,*** Oxford: Blackwell.
2. Halle, Morris and G.N. Clements (1983) ***Problem Book in Phonology: A Workbook***. Cambridge MIT.
3. Hooper, Joan (1978) ***Natural Generative Phonology.*** New York: Academic Press.
4. Hyman, Larry M. (1975) ***Phonology: Theory and Analysis.*** New York: Holt, Rinehart and Winston.
5. Katamba, Francis (1989) ***An Introduction to Phonology***, London: Longman.
6. Schane, Sanford (1973) ***Generative Phonology*** New Jersey: Prentice-Hall Inc.

Reading List

1. Goldsmith, John A. (1990) ***Autosegmental and Metrical Phonology***. Oxford: Blackwell.
2. ------ ed. (1995) ***The Handbook of Phonological Theory***. Oxford: Blackwell.
3. Kenstowicz, Michael (1994) ***Phonology in Generative Grammar.*** Oxford: Blackwell.
4. Lass, Roger (1984) ***Phonology,*** Cambridge: Cambridge University Press.
5. Mohanan, K.P. (1994) ***Lexical Phonology.*** Reider Publishers.

(2) Morphology

Full Marks: 50
Teach Hrs: 75
Evaluation: Written 80%, Practical 20%

Course Description

This course is designed to make the students well acquainted with the nature and scope of morphology, and to enable them to understand the methods and approaches of recent developments in morphological analysis.

Course Objectives:

On completion of this course the students will be able to :

- understand the role of morphology in general linguistic theory
- argue for the phonology-morphology interface and morphophonemic processes with relevant examples
- analyze the morphological data from Nepalese languages

Course Contents:

Units		Teach Hrs.
I	***Morphology***	25
	1. Nature and scope of Morphology	
	2. Morphology and General Linguistic Theory	
	3. Identification of morphemes; types of morphemes (root, stem, affixes); morphemes and allomorphs	
	4. Morphological processes : inflectional, derivational and collocational	
II	***Morphophonemics***	25
	1. Scope of Morphophonemics	
	2. Morphophonemic processes: sandhi, elision, insertion, assimilation and dissimilation	
	3. Lexical Morphology : Lexical strata and Lexical rules	
	4. Analysis of morphological data from Nepalese languages	
III	***Recent Developments in Morphology***	25
	1. Prosodic morphology : Autosegmental phonology and morpheme hierarchy; reduplication; metathesis	
	2. Morphology and syntax: Inflection and derivation; verbal inflectional categories; Inflectional categories of nouns;	
	3. Morphology and grammatical functions: grammatical relations; grammatical function changing rules (passive, antipassive, applicative, causative); incorporations of noun, verb and preposition; case inflections	
	4. Iconic relations in morphology: syntagmatic relations in iconocity (central and peripheral categories); paradigmatic relations in iconocity (marked / unmarked nouns and verbs)	

Recommended Readings

1. Bybee, Joan. (1985) ***Morphology. Amsterdam*** : John Benjamins.
2. Katamba, Francis. (1993) ***Morphology***. Macmillan.
3. Mathews, P.H. (1991) ***Morphology. Second Edition.*** Cambridge University Press.
4. Spencer, A. (1991) ***Morphological Theory***, Oxford: Blackwell.

Reading List

1. Aronoff, M. (1976) ***Word Formation in Generative Grammar.*** Cambridge: MIT Press.
2. Mathews, P.H. (1972) ***Inflectional Morphology. Cambridge :*** Cambridge University Press.
3. Nida, Eugene. (1946) ***Morphological Workbook***. Oklahoma : University of Oklahoma.

Syntax and Semantics

Lg.503 **Paper: III**

This paper consists of two courses: (A) Basic Syntax and (B) Syntax, Semantics and Pragmatics.

1) Basic Syntax

Full Marks: 50
Teach Hrs: 75
Evaluation: Written 80%, Practical 20%

Course Description

This introductory course is designed to give a carefully graded introduction to syntax in contemporary linguistics. It consists of fundamental aspects of syntax concerning the analysis of sentence structure from both formal and functional perspectives. The units in this course are arranged in a way that is accessible to students with no previous background in the topic.

Course Objectives:

On completion of this course the students will be able to analyze sentence structure in a language (including Nepalese languages). More specifically, they will be able to:

- understand what is meant by sentence
- determine the constituents of a sentence and specify them in terms of how they behave formally and functionally
- argue for the constituency of a group of words
- analyze word/constituent order in a sentence

Course Contents:

Units		Teach. Hrs.
I	***Basics Syntax***	5
	1. The goal of syntax: the analysis of sentence structure	
	2. The concept of structure	
	3. The specification of the sentence structure	
	i. The linear order of words in the sentence	
	ii. The possible groupings of words: formal and functional criteria	
II	***The Functional Grouping of Words***	15
	1. Subject and predicate	
	2. Predicator	
	3. Direct object	
	4. Indirect object	
	5. Adjunct	
	6. Predicate and arguments	
	a. Concept	
	b. Tests for establishing argumenthood	
	c. Meaning	

d. Dummy elements and idiom chunks
e. Passivization

7. Thematic roles
8. Thematic roles and grammatical functions
9. Selectional restrictions

III ***The Formal Groupings of Words*** **18**

1. Syntactic categories and criteria for identifying them: semantic, morphological and syntactic

Word-level categories

a. Nouns
b. Adjectives
c. Verbs
d. Prepositions
e. Adverbs
f. Conjunctions
g. Interjections
h. Determiners

2. Phrase-level categories/constituencies
   a. Phrase structure: head, specifier and complement
   b. Constituency tests
   c. Movement
   d. Substitution
   e. Coordination
   f. Cleft and pseudo-cleft sentences
   g. Insertion test
   h. The constituent response test
   i. The somewhere else test
   j. The meaning test
   k. Some caveats regarding the tests
3. Cases and their relation with grammatical relations

IV ***Interfaces*** **12**

1. The function-form interfaces
   a. Function-form relationships
   b. Realizations of subject
   c. Realizations of predicates and predicator
   d. Realizations of direct object
   e. Realizations of indirect object
   f. Realizations of adjuncts
2. Inter level interfaces
3. Phonology and syntax
4. Morphology and syntax
5. Semantics and synta

V ***The Linear Order of Words in the Sentence*** **25**

5. 1 Basic word/constituent order
5.2 Criteria for determining basic word/constituent order
5.2.1 Frequency
5.2.2 Markedness

5.2.3 Pragmatically neutral contexts
5.3 Constituent order variation
5.3.1 Scrambling
5.3.2 Wh-movement / wh-in situ
5.3.3 Topicalization/focussing
5.3.4 Clefting, pseudo-clefting and other devices
5.3.5 The pragmatics of the constituent order variation
5.4 Other syntactic processes
5.4.1 Negation (synthetic/analytic)
5.4.2 Passivization
5.4.3 Pronominalization and reflexivization
5.5 The pragmatics of the sentence types: assertive, interrogative, imperative, optative, exclamatory, etc.
5.6 The rank scale
5.7 Three levels of description: functional, formal and thematic

Recommended Readings

1. Aarts, Bas. (1997) ***English Syntax and Argumentation***, London: Macmillan Press Ltd.
2. O'Grady, W., M. Dobrovolsky and F. Katamba eds. (1997) ***Contemporary Linguistics: an Introduction,*** London and New York: Longman.
3. Radford, A. (1988) ***Transformational Syntax: a First Course***, Cambridge: Cambridge University Press.

Reading List

1. Akmajian, A., R.A. Demers, A.K. Farmer and R.M. Harnish. (1995) ***Linguistics: an Introduction to Language and Communication***, 4th edition, Cambridge, Mass: The MIT Press.
2. Chafe, Wallace, (1994) ***Discourse, Consciousness, and Time: The flow and displacement of conscious experience in speaking and writing***, Chicago: University of Chicago Press.
3. Demers, R.A. and A.K. Farmer.(1991) ***A Linguistic Workbook, second edition***, Cambridge, Mass.: The MIT Press.
4. Foley, William A. and Rober D. Van Valin Jr. (1984) ***Functional Syntax and Universal Grammar*** [Cambridge Studies in Linguistics 38] Cambridge: Cambridge University Press.
5. Lambrecht, Knudt (1994) ***Information Structure and Sentence Form: Topic, focus and the mental representations of discourse referents***.[Cambridge Studies in Linguistics 71] Cambridge: Cambridge University Press.
6. Mathews, P.H.(1981) ***Syntax***, Cambridge: Cambridge University Press.
7. Napoli, Doma Jo. (1993) ***Syntax: Theory and Probrems***, Oxford: Oxford University Press.
8. ---------- (1996) ***Linguistics: An Introduction***, New York: Oxford University Press.
9. Van Valin, Robert D. Jr., (ed) (1993) ***Advances in Role and Reference Grammar*** [Amsterdam Studies in the Theory and History of Linguistic

Science, Series IV— Current Issues in Linguistic Theory 82] Amsterdam: John Benjamins Publishing Company.

10. Van Valin, Robert D., Jr., and Randy J. LaPolla (1998) ***Syntax: Structure, Meaning, and Function***. Cambridge: Cambridge University Press.
11. Verma,S.K. and N. Krishanashwamy (1989) ***Modern Linguistics,: An Introduction***, Delhi: Oxford University Press.
12. Whaley, L.J.(1997) ***Introduction to Typology***, New Delhi: Sage Publications.

(2) Syntax and Semantics

Full Marks: 50
Teach Hrs: 75
Evaluation: Written 80%, Practical 20%

Course Description

This course is an extension of the course in Basic Syntax. It is designed to include further syntactic topics like clause combining and basics of argumentation. This course also covers major topics in the analysis of sentential meaning, i.e. semantics and discourse/pragmatics. This course, in conjunction with the one in basic course, is general in nature and not prone to any specific linguistic theory. However, its knowledge will enable the students to undertake a more advanced course in syntax in the second year of M.A. programme in linguistics.

Course Objectives:

On completion of this course the students will be able to analyze the structure and meaning of both simple and complex sentences in a language (including Nepalese languages). More specifically, they will be able to:

- understand and describe complex sentences
- argue for the constituency of a group of words
- analyze sentential meaning through the understanding of some major issues in semantics and discourse/pragmatics, viz. the nature of meaning, some properties of the conceptual system underlying meaning, the contribution of syntactic structure to the interpretation of meaning, and the role of non-grammatical factors in the understanding of utterances

Course Contents:

Units		Teach. Hrs.
I	***Clause Combining***	25
	1.1 Maximally reduced (nonfinite) clauses	
	1.1.1 Infinite clauses	
	1.1.2 Purposive clauses	
	1.1.3 Converb clauses	
	1.1.4 Participial clauses	
	1.2 Minimally reduced clauses	
	1.2.1 Sequential clauses	
	1.2.2 Nominalized clauses	
	1.2..2.1 Relative clauses	
	1.2.2.2 Temporal clauses	
	1.2.2.3 Complement clauses	
	1.2.2.4 Coordination	
	1.2.3 Case markers as subordinators	
	1.3 Non-reduced clauses	
	1.3.1 Conditional and concessional clauses	
	1.3.2 Clause linking	

1.3.3 Correlative clauses
1.4. Reported speech
1.5 Tail-head linkage

II ***Syntactic and Semantic Argumentation*** 10

2.1 The art of argumentation
2.2 Constraints on syntactic description
2.2.1 Economy
2.2.2 Elegance
2.2.3 Independent justifications
2.3 Evaluating analyses

III ***Analysis of Meaning: Semantics, Pragmatics and Discourse*** 40

3.1. Semantics: the analysis of meaning
3.2. Semantic relations among words
3.2.1 Synonymy
3.2.2 Antonymy
3.2.3 Polysemy
3.2.4 Homophony
3.3. Semantic relations involving sentences
3.3.1 Paraphrase
3.3.2 Entailment
3.3.3 Contradiction
3.4. Approaches to meaning
3.4.1 Denotative
3.4.2 Connotative
3.4,3 Extensional
3.4.4 Intensional
3.4.5 Componential
3.5. Meaning and the conceptual system
3.5.1 Fuzzy concepts
3.5.2 Graded membership
3.5.2 Metaphor
3.5.3 The lexicalization of concepts
3.5.4 The grammaticalization of concepts
3.6. Syntax and sentence interpretation
3.6.1 Structural ambiguity
3.6.2 Thematic role assignment in the deep and derived structures
3.6.3 Interpretation of pronouns and anaphors
3.6.4 The interpretation of quantifiers and their scope
3.6.5 Predicate calculus
3.7. Other factors in sentence interpretation
3.7.1 The role of beliefs and attitudes
3.7.2 Presupposition
3.7.3 Setting
3.7.4 Deictics
3.7.5 Discourse
3.7.5.1 Old and new information

3.7.5.2 Topics
3.7. 6 Conversational strategies
3.7.6.1 Relation
3.7.6.2 Quality
3.7.6.3 Quantity
3.7.6.4 Relevance
3.7.6.5 The maxims in other societies

Recommended Readings

1. Aarts, Bas.(1997) ***English Syntax and Argumentation***, London: Macmillan Press Ltd.
2. Allan, Keith. (1986) ***Linguistic Meaning***. Vols. 1 and 2, London: Routledge and Kegan Paul.
3. Mey, Jacob. (1993) ***Pragmatics: an Introduction***, Oxford: Blackwell.
4. Newmeyer, F. (1988) ***Linguistics: the Cambridge Survey***, Cambridge: Cambridge University Press (Vol. 1 for semantic theory (pp.89-112) and pragmatic theory (pp. 113-45) and Vol. 2 for discourse analysis (pp.164-82).
5. Napoli, Doma Jo.(1996) ***Linguistics: An Introduction***, New York: Oxford University Press
6. O'Grady, W., M. Dobrovolsky and F. Katamba eds. (1997) ***Contemporary Linguistics: an Introduction,*** London and New York: Longman
7. Verma,S.K. and N. Krishanashwamy (1989) ***Modern Linguistics,: An Introduction***, Delhi: Oxford University Press.

Reading List

1. Akmajian, A., R.A. Demers, A.K. Farmer and R.M. Harnish (1995) ***Linguistics: an Introduction to Language and Communication***, 4th edition, Cambridge, Mass: The MIT Press.
2. Austin, J.A. (1972) ***How to do things with words***. Oxford: Oxford University Press
3. Cook, Guy (1989) ***Discourse,*** Oxford University Press.
4. Grimes, Joseph E. (1975) ***The Thread of Discourse [Janua Linguarum***, Series Minor, 207] The Hague: Mouton.
5. Leech,Geoffrey (1963) ***Principles of Pragmatics,*** London: Longmans.
6. Levinson, Stephen. (1983) ***Pragmatics,*** Cambridge: Cambridge University Press.
7. Lyons, J. (1969) ***Introduction to Theoretical Linguistics***, Cambridge University: University Press, Cambridge.
8. ..... (1978) ***Semantics***, Cambridge University: University Press, Cambridge.
9. ..... (1995) ***Linguistic Semantics***, Cambridge University Press.
10. Mann, William C. and Sandra A. Thompson (1992: ***Diverse linguistics analysies of a fund-raising text***. [Pragmatics & Beyond, New Series 16]) Discourse Description Amsterdam: John Benjamins Publishing Co.
11. McCawley, James (1993) ***Everything that a Linguist Wants to Know about Logic but Ashamed to Ask,*** Chicago: University of Chicago Press.
12. Mey. J. (1993) ***Pragmatics: An Introduction***, Oxford: Basil Blackwell.

13. Schiffrin, D. 1993) ***Approaches to Discourse***, Oxford: Blackwell.
14. Sperber, Dan and Deirdre Wilson (1986) ***Relevance: Communication and Cognition***, Oxford: Blackwell.
15. Wierzbicka, Anna (1988) ***The Semantics of Grammar,*** Amsterdam: Benjamins.
16. ---------- (1992) ***Semantics, Culture, and Cognition,*** New York: Oxford University Press.

Sociolinguistics and Psycholinguistics

This paper consists of two courses: (1) Socio-linguistics and (2) Psycholinguistics.

Lg.504 **Paper: IV**

(1) Sociolinguistics

Full Marks: 50
Teach Hrs: 75
Evaluation: Written 80%, Practical 20%

Course Description

This course is designed to make the students recognize the fact that there is a close relation between language, culture and society. It enables them to understand the forms and functions of languages in the society, study them in the multilingual and multicultural setting of Nepal and find solutions to the sociolinguistic problems

Course Objectives:

On completion of this course, the students will be able to:

- understand the function of language in society and culture
- explain fundamental concepts of sociolinguistics, anthropological linguistics and ethnolinguistics
- analyze sociolinguistic problems
- apply sociolinguistic theories in language planning

Course Contents:

Units		Teach. Hrs.
I	***Language, Society and Culture***	25
	1.1. Definitions, nature and scope of sociolinguistics	
	1.2. Development and current trends in Sociolinguistics, Anthropological Linguistics and Ethnolinguistics	
	1.3. Language variations – theory and situations.	
	1.4. Dialects: regional, social, standard, rural and urban	
	1.5. Registers: Need and development, some case studies	
	1.6. Diglossia: features and change, some case studies	
	1.7. Reflection of culture in language use: kinship, taboos, gender	
	1.8. Ethnicity, religion, language and nation, some case studies, ethnic varieties	
II	***Bilingualism and Multilingualism***	25
	2.1. Definitions of Bilingualism and Multilingualism	
	2.2. Types of Bilingualism - individual, institutional,etc.	
	2.2.1. Bilingualism in Nepal	
	2.3. Multilingualism and Multiculturalism	
	2.4. Multilingualism	

2.4.1. Language problems of multilingual nations
2.4.2. Multilingualism and language minorities
2.5. Language contacts: language convergence, divergence and interference
2.6. Code-switching and code-mixing
2.7 Rise of pidgins and creoles
2.8. Language attitude: Language maintenance and shift
2.9. Language endangerment and language death, endangered languages of Nepal.

III ***Language Planning*** **25**

3.1. General theory of language planning and language management
3.1.1. Status planning and corpus planning
3.1.2. Haugen's four-fold model
3.1.3. Neustupny's policy and cultivation approach
3.1.4. Jernud's language cultivation and language determination approach
3.1.5. Ferguson's Tripartite model of language development
3.1.6. Language correction and language management
3.2. Political and social aspects of language planning
3.4. Interdisciplinary nature of language planning
3.5. History and trends in language planning and language development with special reference to Turkey, Israel, India, China
3.6. Language policies and planning in Nepal
3.6.1. Historical survey of language use in education, administration, media and literacy
3.6.2. Brief survey of language planning and policies in Nepal
3.6.2. National Languages policy recommendation commission report
4.6.3. Standardization of Nepali, Newari, Maithili and other written languages of Nepal
4.6.4. Development of Nepali sign language

Recommended Readings

1. Fishman, J.A. (1971) ***Sociolinguistics: An Introduction***. Newbury House
2. Gurung, Harka (1998) ***Nepal, Social Demography and Expressions***, Kathmandu: New Era.
3. Holmes, J. (1992) ***Introduction to Sociolinguistics***, Longman
4. Hudson, R. (1981) ***Sociolinguistics. Combridge***: Cambridge University Press
5. National Languages Policy Recommendation Commission, (1993) ***National Languages Policy Recommendation Commission Report***, Kathmandu.
6. Salzmann, Zdenek (1998) ***Language***, Culture and Society, Colorado: WestviewPress

7. Trudgill, P. (1975) ***Sociolinguistics: An Introduction***. England: Penguin Book.
8. Trudgill, P. (1984) ***Applied Sociolinguistics.*** Academic Press
9. Wardhaugh, R. (1986) ***Introduction to Sociolinguistics***. England: Blackwell.

Reading List

1. Coates, J. (1993) ***Women, Men and language***, 2nd ed., London: Longman.
2. Dimock, Edward C. et al. (1992) ***Dimensions of Sociolinguistics in South Asia***: Papers in Memory of Gerald Kelly, New Delhi : Oxford and IBH
3. Ferguson, Charles A. (1971) ***Language Structure and Language Use.*** Stanford: Stanford University Press.
4. Fishman, Joshua A., ed. (1968) ***Readings in the Sociology of Language***. The Hague: Mouton.
5. Hale, Austin, (1982) ***Research on Tibeto-Burman Languages,*** Trends in Linguistics - State of Art, Report - 14 Mouton Publishers.
6. Hanson, Gerd, (1991) ***The Rais of Eastern Nepal : Ethinic and Linguistic*** Groupings, Kathmandu : CNAS/ TU.
7. Hymes, Dell. (1964) ***Language in Culture and Society: A Reader in Linguistics and Anthropology***. London: Harper & Row.
8. Khubchandani, Lachman M. 1983. ***Plural Languages, Plural Cultures***, The East-West Center.
9. Labov, William. (1972) ***Sociolinguistic Pattern***. Philadelphia: University of Pennsylvania.
10. Malla, Kamal P. ed. (1989) ***Nepal: Perspectives on Continuity and Change***, Kathmandu, CNAS/TU
11. Milroy, L. (1987) ***Analyzing Linguistic Variation***, Oxford: Basil Blackwell.
12. Pandit, P.B. (1977) ***Language in a Plural Society: The Case of India,*** Delhi: Deva Raj Memorial Committee
13. ---------(1979)" Perspectives on Sociolinguistics in India," in ***Language,*** Anthropological Issue.
14. Pattanayak, D.P. (1975) " Caste and Language", International Journal of Dravidian Linguistics, 4:97-104.
15. ---------- (1978) ***Papers in Sociolinguistics***, Mysore:CIIL.
16. ---------- (1981) ***Multilingualism and Mother-tongue education,*** Delhi: Oxford University Press.

(2) Psycholinguistics

Full Marks: 50
Teach Hrs: 75
Evaluation: Written 80%, Practical 20%

Course Description

This course is designed to give an understanding of how language is represented and processed in the brain.

Course Objectives:

On completion of this course students will be able to:

- understand the brain structure in relation to language
- know how the knowledge of language is represented in the brain
- see how this knowledge is utilized in encoding and decoding expressions and how it is acquired by a native speaker of a language

Course Contents:

Units		Teach. Hrs.
I	***Brain and the Language***	10
	1.1 The human brain – structure and function	
	1.2 Hemisphere dominance	
	1.3 Laterization	
	1.4. Language disorders	
	1.4.1. Aphasia	
	1.4.2. Dyslexia	
II	***Methods of Psycholinguistic Research***	15
	2.1 The naturalistic approach	
	2.2 Experimental approach	
	2.2.1 Words in the mind	
	2.2.2 Sentence processing	
	2.3 Brain activity: event-related potentials	
III	***Language Processing and Linguistics***	25
	3.1 Levels of processing	
	3.1.1 Phonological processing	
	3.1.2 Morphological processing	
	3.1.3 Processing of syntax	
	3.2 Putting it altogether: psycholinguistic modelling	
IV	***Language Acquisition***	25
	4.1 Levels of language development	
	4.1.1 Phonological development	
	4.1.2 Morphological development	
	4.1.3 Syntactic development	
	4.1.4 Semantic development	
	4.2 Determinants of language acquisition	
	4.2.1 Imitation	
	4.2.2 Correction	
	4.2.3 Adult speech	

4.2.4 Cognitive development
4.2.5 Inborn language acquisition device (LAD)
4.2.6 Critical period

Recommended Readings

1. Bloom, Paul.ed.(1993) ***Language Acquisition: Core Readings***, New York:Harvester Wheatsheaf.
2. Caplan, D.(1987) ***Neurolinguistics and Linguistic Aphasilogy,*** Cambridge: Cambridge University Press.
3. Garman, M.(1990) ***Psycholinguistics,*** Cambridge: Cambridge University Press.
4. Kess,J.(1992) ***Psycholinguistics,*** Philadelphia: John Benjamins.
5. O'Grady, W., M. Dobrovolsky and F. Katamba ,eds.(1997) ***Contemporary Linguistics: an Introduction,*** London and New York: Longman.
6. Steinberg, D.D. (1993) ***An Introduction to Psycholinguistics***, London: Longman.

Reading List

1. Aitechison, J. (1989) ***The Articulate Mammal: An Introduction to psycholinguistics***, 3rd ed., London: Routledge.
2. ..... (1994) ***Words in the Mind:An Introduction to the mental Lexicon***, 2nd ed., Oxford: Blackwell.
3. Brown, H.D. (1994) ***Principles of Lansguage Learning and Teaching,*** New Jersey: Prentice Hall.
4. Gernsbacher, M.A.(1994) ***Handbook of Psycholinguistics***, New York: Academic Press.
5. Goodluck, Helen.(1991) ***Language Acquisition***, Oxford: Blackwell.

History of Linguistics and Linguistic Theory

Lg.505 **Paper: V**

This paper consists of the following courses: (1) History of Linguistics and (2) Linguistic Theories.

(1) History of Linguistics

Full Marks: 50
Teach Hrs: 75
Evaluation: Written 80%, Practical 20%

Course Description

The aim of this course is to introduce the students to the nature of language and to various branches and scope of linguistics. The course will lead them to a detailed survey of the developments in modern linguistics with emphasis on various schools of linguistics.

Course Objectives:

On completion of this course, the students will be able to:

- understand the development of linguistic studies in the East and the West
- explain the history of linguistic studies
- compare the traditional and modern approaches in linguistic studies

Course Contents:

Units		Teach. Hrs.
I	***Eastern and Western Traditions of Linguistic Studies***	20
	1.1. History of the linguistic studies in Sanskrit - etymology of Yaska, the Pratishkhyas, the school of Panini and the contribution of Bhartrihari, Apoha theory of meaning	
	1.2. The Greek and Roman traditions	
	1.3. The medieval period and the Port Royal Grammar	
	1.4. Meeting of East and West-the historical comparative linguistics (William Jones, Rask, Grimm, Bopp, Humboldt, Schleigher, Paul)	
	1.5. Juggramatikers	
	1.6. Traditional grammar and Otto Jesperson	
II	***European Structuralism***	30
	2.1. Beginning of modern linguistics in Europe	
	2.2. Saussure and Geneva school, Saussurian concepts	
	2.3. The Russian school (Courtenay, Kruzewski, Serba, Marr)	
	2.4. Prague school functionalism and early functionalists (Trubetzkoy, Mathesius, Jakobson)	
	2.5. Copenhagen School and Glossematics (Brondal, Hjelmslev, Uldal)	
	2.6. French School and Martinet	

2.7. London school (Sweet, Firth)

III ***American Structuralism*** **25**

3.1. Rise and Development of American Structuralism

3.2. Early descriptivists (Boas and Sapir), Anthropological linguistics and Sapir-Whorf hypothesis

3.3. Blomfieldian structuralism and behaviourism

3.4. Post-Bloomfieldian structuralism (Hockett and Harris)

3.5. Inadequacies of structural grammars and development of various syntactic theories.

Recommended Readings

1. Edmondson,J.A. and Donald A. Burquest (1994) ***Survey of Linguistic Theories***, Summer Institute of Linguistics Inc.
2. Newmeyer, F.J. (1987) ***Linguistic Theory in America***, New York: Academic Press.
3. Robins, R.H. (1990) ***A Short History of Linguistics*** . London: Longmans
4. Sampson, G. (1980) ***Schools of Linguistics***. Philadelphia: Stanford University Press.
5. Verma, S.K. and N. Krishnaswamy (1989) ***Modern Linguistics: An Introduction***, Delhi: Oxford University Press.

Reading List

1. Gleason, H.A. (1961) ***An Introduction to Descriptive Linguistics***. New York: Holt, Rinehart & Winston.
2. Hockett, C.F. (1954) ***A Course in Modern Linguistics***. New York: Macmillan.
3. Matthews, P. (1993) ***Grammatical Theory in United States From Bloomfield to Chomsky***, Cambridge: Cambridge University Press.

(2) Linguistic Theory

Full Marks: 50
Teach Hrs: 75
Evaluation: Written 80%, Practical 20%

Course Description

This course is designed to give a survey of major linguistic theories and introduce the students to various methodologies and approaches to linguistic description.

Course Objectives:

On completion of this course , the students will be able to:

- understand the basic principles of various linguistic theories
- compare those linguistic theories
- select one of those for specialization in the next year

Course Contents:

Units		Teach. Hrs.
I	***The Nature and Procedures of Linguistic Theorizing***	5
	1.1.Process of Theorizing	
	1.2.Inductive theorizing	
	1.3.Deductive theorizing	
	1.4.Linguistics as a science	
II	***Structural Models***	25
	2.1.Tagmemics	
	2.1.1.Basic Principles and methodologies	
	2.2.2. Pike and Pike's (1983)	
	2.2.2.1. Basic Principles and Procedures of Pikean model	
	2.2.3. Longacre's model	
	2.2.3.1. Longacre's model of Discourse grammar	
	2.3. Stratificational linguistics	
	2.3.1.The Strata, Networks and Relations	
	2.3.2.Fleming's model of communication	
	2.4.. Systemics	
	2.4.1. Halliday's Scale and Category grammar	
	2.4.2. Halliday's Systemic-Functional grammar	
	2.4.3 Basic Principles and Procedures of systemic model	
III	***Transformational Generative Models***	25
	3.1. Aspects Model	
	3.1.1. Basic assumptions of Aspects Model (1965)	
	3.1.2. Components, Bases and Transformations	
	3.1.3. Some transformations: Affix-hopping, Do- support, question and negative	
	3.2. EST, REST, GB and MP	
	3.2.1 Universal Grammar	
	3.2.2.X-Bar, Theta, Case, Binding, Binding and Control theories.	

3.2.3. Basic Features of GB theory
3.3. Case Grammar
3.3.1. Basic assumptions of Fillmore's Case Grammar
3.3.2. Fillmore's cases
3.3.3. Fillmore and Panini
3.4. Generative Semantics
3.4.1. Basic assumptions of Generative Semantics (McCawley, Ross)
3.4.2. Lexical decomposition
3.5. Generalized Phrase Structure Grammar
3.4.1. Basic assumptions and methodology of GPSG

IV ***Functional-Typological Models*** **20**

4.1. Functional Typological model (Givon)
4.1.1. Basic assumptions of Givon's functional- typological grammar
4.1.2. Methodology of FG
4.2. Lexical Functional Grammar (Bresnan)
4.2.1. Basic assumptions and methodology LFG
4.3. Role and Reference Grammar (Van Valin)
4.4 Relational grammar (Postal, Perlmutter and Johanson)
4.4.1. Basic assumptions and methodology of RG

Recommended Readings

1. Edmondson, J.A. and Donald A. Bsurquest (1994) ***Survey of Linguistic Theories,*** New York: Holt Rinehart and Winston
2. Horrocks, Geoffrey (1987) ***Generative Grammar***, Longman Group UK.
3. Robins, R. H. (1969) ***A Short History of Linguistics***, London: Longman..
4. Sampson, G. (1980) ***Schools of Linguistics,*** Philadelphia: Stanford University
5. Verma, S.K. and N. Krishna Swamy (1989) ***Modern Linguistics: An Introduction***. Delhi: Oxford University Press.

Reading List

1. Botha, R.F. (1989) ***Challenging Chomsky***, Oxford: Basil Blackwell.
2. Chomsky, Noam (1965) ***Aspects of the Theory of Syntax***, Cambridge, Mass: Oxford University Press.
3. ------- (1984) ***Lectures On Government and Binding*** : The Pisa lectures, Dordrecht: Foris Publications.
4. ------- (1986) ***Barriers***, Cambridge: Mass: MIT Press.
5. Fleming, Ilah (1988) ***Communication Analysis: A Stratificational Approach 1: An Introductory Text,*** Dallas: Summer Institute of Linguistics.
6. Lamb, Sydney. (1966) ***Outline of Stratificational Grammar***, Washington D.C.: Georgetown University Press.
7. Longacre, Robert E.(1996) ***The Grammar of Discourse***, 2nd ed. New York: Plenum
8. Newmeyer, F.J. (1983) ***Grammatical Theory Its Limits and Its Possibilities***, Chicago: University of Chicago Press.

9. ..... (1986) ***Linguistics Theory in America***, New York: Academic Press.
10. Pike, Kenneth L. (1982) ***Linguistic Concepts: An Intoduction to Tagmemics***, Lincoln: University of Nebraska Press.
11. Pike,K.L. and Evelyn G. Pike (1982) ***Grammatical Analysis***, Dallas: Summer Institute of Linguistics and University of Texas at Arlington.

2nd Year

VI	Lg.506	Historical Linguistics and Typological Studies: 1) Historical Linguistics ---------- 50 2) Typological Studies ---------- 50	100

Historical Linguistics and Typological Studies

Lg.506 **Paper: VI**

This paper consists of two courses: (1) Historical Linguistics and (2) Typological Studies

(1) Historical Linguistics

Full Marks: 50
Teach Hrs: 75
Evaluation: Written 80%, Practical 20%

Course Description

This course contains the fundamental concepts of historical linguistics, nature of linguistic history and method of historical linguistics. The objective of this course is to make the students able to know the theories and methods of historical linguistics, explain how languages change over a period of time in the phonological and grammatical systems; explain and analyze the linguistic changes applying scientific theories and methodologies of historical linguistics.

Course Objectives:

Upon the completion of this course, students will be able to:

- understand the nature and scope of historical linguistics
- know the theories and methodologies of historical study of languages
- explain the changes in linguistic structures over a period of time, and
- accomplish historical studies of the languages

Course Contents:

Units		Teach. Hrs.
I	**Introduction to Historical Linguistics**	25
	1.1. Aims and scopes of historical linguistics:	
	1.2. Synchronic vs diachronic linguistics	
	1.3. Nature of historical study of language ,	
	1.4. Materials for historical study of language	
	1.6. Writing and language and Major writing systems of the world	
	1.6. Brahmi, development of Devanagari and other scripts of Nepal	
	1.7. Geneological classification of languages of the world	
	1.8. Sino-Tibetan and relationships of the Tibeto-Burman languages spoken in Nepal	
	1.9. Indo-European languages and classification of the Indo-Aryan languages of Nepal	
	1.10. Austro-Asiatic and Dravidian languages of Nepal	
II	**Patterns of Linguistic Changes**	30
	2.1. Sound change and types of sound changes	
	2.2. Regularity hypothesis	

2.3. Phonetic and phonological change
2.4. Structure and Function of sound change
2.5. Patterns of phonological change, conspiracies and teleology
2.6. Lexical change
2.7. Semantic change: Basis and mechanism for semantic change
2.8. Syntactic change, basis and mechanism for syntactic change
2.9. Analogy; Types of analogy, Tendencies of analogical chandge, Kurylowicz's law and Mankzak's, tendencies, Analogy and Generative grammar
2.10. Nature and causes of linguistic change
2.11 Language Contact
2.11.1 Lexical Borrowing
2.11.2 Dialectology
2.11.3 Convergence, Pidgins, Creoles and Language death

III Methods in Historical Linguistics **20**

3.1. Comparative method: Establishment of linguistic relationship
3.2. Methods of comparative reconstruction: Unconditioned and conditioned reconstruction, limitation of comparative reconstruction
3.3 Methods of internal reconstruction
3.4. Reconstruction of pre-historic culture: Linguistic Paleontology
3.5. Glottochronology

Recommended Readings

1. Hock, Hans Henrisch (1986) ***Principles of Historical Linguistics***. Mouton
2. Lehmann, Winfred P.1995) ***Historical Linguistics 3rd edition.*** New York and London: Routlege.
3. Masica, Colin P. (1976) ***Defining a Linguistic Area: South Asia***, Chicago: Chicago University Press.
4. Masica, Colin P. (1991) ***The Indo-Aryan Languages***. Cambridge University Press.
5. Zograph,G.A. (1982) ***Languages of South Asia***, London: Routledge and Kegan Paul

Reading List

1. Aitchison, J. (1991) ***Language Change: Progress or Decay?***, 2nd ed., Cambridge: Cambridge University Press.
2. Arlotto, Anthony. (1972) ***An Introduction to Historical Linguistics***. Boston: Houghton
3. Bynon, Theodora. (1977) ***Historical Linguistics***. London: Cambridge University Press.
4. Crowley, T. (1993) ***An Introduction to Historical Linguistics***, 2nd ed., Oxford: Oxford University Press.
5. Fox, Anthony (1995) ***Linguistics Reconstruction,*** Oxford: Oxford University Press.
6. 6. Hoenigswald, Henry M (1960) ***Language Change and Linguistic Reconstruction.*** Chicago: University of Chicago Press.

(2) Typological Studies

Full Marks: 50
Teach Hrs: 75
Evaluation: Written 80%, Practical 20%

Course Description

This course is designed to enable the students to explain how the languages of the world have similarities as well as differences; and do typological studies of the languages of a particular place and time and analyze these universal and areal features of languages.

Course Objectives:

On completion of this course, the students will be able to:

- understand the theories and practices of typological studies
- explain typological and universal features of languages studies
- undertake typological studies of the languages with special reference to the languages of Nepal

Course Contents:

Units		Teach. Hrs.
I	**Fundamentals of Typological Studies**	15
	1.1. Methods of typological studies	
	1.2. Current trends in linguistic typology - phonological and syntactic	
	1.3 Language universals	
	1.4. Recent trends in typological studies	
II	**South Asia as a Linguistic Area**	35
	2.1. South Asia as a linguistics area: Basic assumptions	
	2.2. Phonological typology	
	2.2.1.Aspiration	
	2.2.2. Breathiness	
	2.2.3. Tone	
	2.2.4. Retroflexion	
	2.3. Morphological typology	
	2.3.1. Word formation	
	2.3.2. Case marking	
	2.3.3. Reduplication	
	2.3.4. Classifiers	
	2.3.5. Conjunctive participles	
	2.3.6. Pronominalization	
	2.3.7. Causativization	
	2.4. Lexical typology	
	2.4.1. Classifiers	
	2.4.2. Compounding	
	2.5. Syntactic typology	
	2.5.1. Word order	
	2.5.2. Modification	
	2.5.3. Relativization	

III South Asia as a sociolinguistic area

3.1. Basic foundations: Pandit, Emaneau, Masica and Ferguson
3.2. Language Families: Linguistic divergence and convergence
3.3. Multilingual repertoires, code switching
3.4. Diglossia
3.5. Diverse scripts
3.6. Dialect and register variations
3.7. Kinship, honorific system and terms of address
3.8. Ethnicity and caste markers
3.9. Sociolinguistic marking in Echo formation, onomotopoetics, causatives, explicator compound verbs, conjunctive particles, etc.
3.10. Language modernization processes

Recommended Readings

1. Comrie, B. (1991) ***Language Universals and Linguistic Typology.*** Oxford: Blackwell
2. Croft, William (1990) ***Typology and Universals,*** Cambridge Textbooks in Linguistics, Cambridge: Cambridge University Press.
3. Dimock, Edward C. Braj B. Kachru and B.H. Krishnamurti.,eds. (1992) ***Dimensions of Sociolinguistics in South Asia: Papers in Memory of Gerald Kelley***. New Delhi: Oxford and IBH.
4. Whaley, L. J. (1997) ***Introduction to Typology,*** New Delhi: Sage Publications.

Reading List

1. Dil, Anwar S., ed. (1980) ***Language and Linguistic Area: Essays by M.B. Emeneau***, California: Stanford University Press
2. Greenberg, J.H. (1996) ***Universals of Language***. Cambridge: MIT Press.
3. Greenberg, J.H. (1974) ***Language Typology: A Historical and Analytical Overview***. The Hague: Mouton
4. Hawkins, J.A., ed. (1988) ***Explaining Language Universals***, Oxford: Basil Blackwell.
5. Masica, Colin P. (1976) ***Defining a Linguistic Area: South Asia,*** Chicago: Chicago University Press.

Research Methodology

Paper: VII

This paper on Research Methodology has more than two courses. (1A) Field Methods is compulsory. From (2) one of the courses must be chosen. (1A) is not offered for those who have already done Research Methodology at the Bachelor level. Such students can choose either (2B) or (2C)

	Research Methodology in Linguistics			
VII	Lg.507-1A	Field Methods ----50: Written (35) + Pract. (15)		100
	Lg.507-2A	Linguistic Survey -50: Written (35) + Pract. (15)	Any One	
	Lg.507-2B	Use of Computer in linguistics- 50: Term Pap. (35) + Pract. (15)	,,	
	Lg. 507-2C	Logic for Linguists ----------50	,,	

(1A) Field Methods

Lg. 507-1A

Paper: VII
Full Marks: 50
(35+15=50)
Teach Hrs: 75
(including guided training in the field)

Course Description

This course is intended to familiarize the students with the fieldwork methodologies in linguistics in order to help them in collecting relevant (phonological, morphological and syntactic) data on a language. As the oral texts collected in the field will be equally useful for discourse and narrative analysis, proper attention will also be given to the collection of folk narratives . Students are required to do at least 15 days' practical fieldwork and use the materials collected for analytical purposes.

Course Objectives:

On completion of this course, the students will be able to:

- understand the principles and methods of fieldwork
- do fieldwork independently
- explain the principles and methods of fieldwork

Course Contents:

Units		Teach. Hrs.
I	**Research and Field Methods**	
	1.1. Types of research	15
	1.2. General procedure of scientific research	
	1.3. Research proposal and its contents	
	1.4. Data for research and the need of fieldwork	
II	**Linguistic Fieldwork**	20
	2.1.Preparations for linguistic fieldwork	
	2.2. The tools	
	2.3. Field procedures	
	2.3.1. Time, Place and informant	
	2.3.2. Recording: mechanical and manual	
	2.3.3. Use of notation system	
	2.3.4.Collectin of materials for the use of frames for words, phrases and sentence structures	
	2.3.5. Use of questionnaires	
	2.3.6. Collection of various types of texts	
	2.3.7. Collection of demographic and ethnographic information	
III	**Processing of the Data**	25
	3.1. Filing, coding and classifying	
	3.2. Procedures and problems in phonological analysis	
	3.3. Preparing database for dictionary making	
	3.4. Morphological analysis	

3.5. Syntactic analysis
3.6. Discourse and text analysis
3.7 Analysis and interpretation of the contexts of the texts and background information\

IV **Practical Fieldwork** **15**

4.1 Practical exercises on data collection as mentioned in Unit II above
4.2 Practical exercises on data analysis as mentioned in Unit III above

Recommended Readings

1. Bouquiaux,Luc and Jacqueline M.C. Thomas (1992) ***Studying and Describing Unwritten Languages,*** Translated by James Roberts. Summer Institute of Linguistics.
2. Burling, R. (1984) ***Learning aField Language,*** Ann Arbor: The University of Michigan Press.
3. Samarin, William J.(1967) ***Field Linguistics: A Guided to Linguistic Fieldwork,*** New York: Holt Rinehart and Winston, Inc.

Reading List

1. Wolf, Howard K. and Pant, Prem R. (1975) ***Handbook for Social Science and Thesis Writing,*** Research Division, T.U.

(2A) Linguistic Survey

Lg.507-2A

Paper: VII
Full Marks: 50
(35+15=50)
Teach Hrs: 75
(including guided training in the field)

Course Description

This course is intended to familiarize the students with the linguistic survey and sociolinguistic survey methodologies . A practical field training of the students taking this course will be arranged at the same time and place when they do the fieldwork for 507 (1A) Field Methods.

Course Objectives:

On completion of this course, the students will be able to:

- understand the principles and methods of linguistic surveys and sociolinguistic methodologies
- do field surveys and analyze the data independently
- explain the principles and methods of linguistic surveys
- write survey and sociolinguistic study reports

Course Contents:

Units		Teach. Hrs.
I	**Basics of Research**	10
	1.1. Types of research: Quantitative and Qualitative,	
	1.2. General procedure of scientific research	
	1.3. Research proposal and its contents	
	1.3.1. The Problem	
	1.3.2. Objectives	
	1.3.3. Hypotheses	
	1.3.4. Research design	
II	**Linguistic Survey**	25
	2.1. Purpose of linguistic survey	
	2.2. Planning for linguistic survey	
	2.3. Sampling	
	2.4. Preparing of survey tools	
	2.5. Survey for dialect studies	
	2.5. Survey for bilingual studies	
	2.6. Language comprehension and proficiency tests	
	2.7. Survey for language use and attitude	
III	**Processing of the data**	15
	3.1. Filing, Coding and classifying	
	3.2. Presentation of the data	
	3.3. Conclusion and interpretation	
IV	**Practical**	15
	4.1 Practical exercises on data collection as mentioned in Unit II above	
	4.2 Practical exercises on data analysis as mentioned in Unit III	

above

V	**Report Writing (10 hours)**	**10**

5.1. Organization of the report
5.2. Chapters, headings and subheadings
5.3. Tables and diagrams
5.4. Notes and references
5.5. Language and style
5.6. The metalanguage
5.7. A format of the research report

Recommended Readings

1. Blair, Frank (1990), ***Survey on a Shoestring: A Manual for Small-scale Language Surveys***, Arlington: Summer Institute of Linguistics and the University of Texas at Arlington.
2. Samarin, William J.(1967) ***Field Linguistics: A Guided to Linguistic Fieldwork***, New York: Holt Rinehart and Winston, Inc.
3. Wolf, Howard K. and Pant, Prem R. (1975) ***Handbook for Social Science and Thesis Writing***, Research Division, T.U.

Reading List

1. Bouquiaux,Luc and Jacqueline M.C. Thomas (1992) ***Studying and Describing Unwritten Languages***, Translated by James Roberts. Summer Institute of Linguistics
2. Shreedhar, M.V., H.R. Dua and K.S. Rajyashree Subbaiya, ed. (1984) ***Questioaire Bank for Sociolinguistic Surveys in India,*** Mysore:CIIL.

(2B) Use of Computers in Linguistics

Lg. 507-2B

Paper: VII
Full Marks: 50
(35+15=50)
Teach Hrs: 75
(including guided training in the field)

Course Description

This course is designed to introduce students to basic computer skills and teach them how to use specialized software for linguistic analysis. The course will be taught through practical training in the computer laboratory.

Course Objectives:

On completion of this course, the students will be able to:

- understand how the computer works
- process their data
- use linguistic programmes for phonological and grammatical analysis
- produce computer added dictionary

Course Contents:

Units		Teach. Hrs.
I	**File Management and Word Processing**	15
	1.1. Introduction to Basic computer structure (Memory, processor, hard disk, external disks,etc.)	
	1.2. Organization and Manipulation of computer files (Copying , moving, deleting, back up, etc.)	
	1.3. Virus checking and protection methods	
	1.4. Word processing and use of word processing software (Microsoft Word)	
II	**Tools for Dictionary Making and Text Interlinearising**	36
	2.1. The Database Structures and use of Standard Format Markers	
	2.2. Handling of different script implementation using Keyboard Manager (Cayman)	
	2.3. Setting up multilingual dictionary files using different scripts	
	2.4. Use Multilingual Dictionary Formatter (MDF) and standard markers for fields	
	2.5. Set up and use projects for interlinearising text (with morphological and syntactic analysis and free translation)	
	2.6. Building multilingual dictionaries from texts	
III	**Sound and Speech Analysis**	24
	3.1. Understanding of basic acoustic phonetics	
	3.2. Method of good sound recordings	
	3.3. Use of Speech Analyzer to manage sound data	
	3.4. Recognizing and analyzing different sounds and tone patterns from Speech Analyzer output.	
	3.5. Use of FindPhone in phonological analysis of transcribed	

phonetic data (in IPA).

Recommended Readings and Software

Manuals and learning guides for the prescribed software.

Computer programmes:

1. ***FindPhone,*** Version 6, SIL
2. ***KeyMan,*** Version 3.2. Tavaultesoft
3. ***Shoebox***. Version 4 (or later) SIL
4. ***Speech Analyzer,*** SIL
5. ***WORD***. Version 6 or later, Microsoft Corporation

Reading List

1. Lawler and Dry. eds. (1998) ***Using Computers in Linguistics: A Practical Guide***, Routledge
2. Sinclair, John, M. ed. (1987) ***Looking up: An Account of the COBUILD Project***, London: Collins, ELT.

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(2C) Logic for Linguists

Lg. 507-2C

Paper: VII
Full Marks: 50
(35+15=50)
Teach Hrs: 75
(including guided training in the field)

Course Description

This course is designed to give a carefully graded exposure to the fundamental aspects of set theory and symbolic logic required for understanding and doing contemporary linguistics.

Course Objectives:

On completion of this course, the students will be able to:

- understand the basic concepts used in set theory and symbolic logic
- interpret their use in contemporary linguistic literature
- exploit them in formulating rules in their own linguistic analysis

Course Contents:

Units		Teach. Hrs.
I	**Elements of Set Theory**	10
	1.1 The concept of set	
	1.2 Specification of sets	
	1.3 Sets of sets	
	1.3.1 Subsets	
	1.3.2 Members vs subsets	
	1.3.3 Power sets	
II	**Symbolic Logic: The prepositional Calculus**	15
	2.1 Introduction	
	2.2 Proposition	
	2.3 The logical connectives	
	2.3.1 Conjunctions	
	2.3.2 Disjunctions	
	2.3.3 Negation	
	2.3.4 The conditional	
	2.3.5 The biconditional	
	2.4 More complex propositions	
	2.5 Tautologies and contradictions	
	2.6 Logical equivalence	
	2.7 Arguments	
	2.8 Validity and truth	
	2.9 Rules of inference	
	2.10 Conditional Proof	
III	**The Predicate Calculus**	15
	3.1 Introduction	
	3.2 Quantifiers	
	3.3 Bound and free variables	

3.4 The domain of discourse
3.5 Set specification and the predicate
3.6 Representation of universal and existential quantifiers
3.7 Arguments involving quantifiers
3.7.1 Universal instantiation
3.7.2 Universal generalization
3.7.3 Existential instantiation
3.8 Conditional proof in the predicate calculus
3.9 Arguments containing proposition with two or more quantifiers

IV **Set Operations** **5**
4.1 Union
4.2 Intersection
4.3 Relative complementation
4.4 Absolute complementation
4.5 Venn diagram

V **Ordered Pairs, Cartesian Products, Relations and Functions** **10**
5. 1 Ordered pairs
5.2 Cartesian products
5.3 Relations
5.3.1 Domain and range of a relation
5.3.2Universal, null and identity relations
5.3.3 Complementary and inverse relations
5.3.4 Properties of a relation
5.3.4.1 Reflexivity
5.3.4.2 Symmetry
5.3.4.3 Transitivity
5.3.4.4 Connetivity
5.4 Functions
5.4.1 Concept
5.4.2 Inverse functions
5.4.3 Identity functions
5.4.4 Inverse of composites

VI **Orders, Operations, Configurations and Isomorphisms** **10**
6.1 Orders
6.1.1 Terminology
6.2 Trees
6.2.1 Dominance
6.2.2 Precedence
6.2.3 Labelling
6.3 Operations
6.3.1 Properties of operations
6.3.1.1 Well-definition
6.3.1.2 Closure
6.3.1.3 Associativity
6.3.1.4 Commutative
6.3.1.5 Idempotence

	6.3.1.6 Distributivity	
	6.3.1.7 Identity elements	
	6.3.2 Groups	
	6.3.3 Subgroups	
	6.3.4 Submonoids	
	6.3.5 Semigroups	
	6.3.6 Strings	
	6.4 Isomorphisms	
	6.5 Recursion	
	6.5.1 Recursive definition	
	6.5.2 Induction	
	6.5.3 Axiomatic systems	
VII	**Grammars of Formal Languages**	**10**
	7.1 Formal grammars	
	7.2 Types of grammars	
	7.3 Types of languages	
	7.4 Grammars and constituent-structure trees	
	7.5 Right-linear grammars and languages	
	7.6 Context-sensitive grammars and languages	
	7.7 Context-free grammars and languages	
VIII	**Practical**	

Recommended Readings

1. McCawley, James (1993) ***Everything that Linguists have Always Wanted to Know about Logic but were Ashamed to Ask***, Chicago: University of Chicago Press.
2. Wall, Robert.(1972) ***Introduction to Mathematical Linguistics,*** Englewood Cliffs: Prentice-Hall.

Reading List

1. Lewis, C.I. and C.H. Langford.(1932) ***Symbolic Logic***, New York: Dover
2. Quine, W. van Orman.(1962) ***Methods of Logic, London***: Routledge and Kegan Paul

Specialization

The students are required to select one of the two courses for Specialization: one of the courses listed under Specialization A and one of the courses listed under specialization B. They need to pass separately in both of the courses. Particular specialization courses are offered only if teachers are available to teach the courses.

	Specialization (A): Any One		
VIII	Lg.508-1A	Generative Grammar ----------50	
	Lg.508-2A	Systemic - Functional Linguistics---------- 50	
	Lg.508-3A	Tagmemics ----------50	
	Lg.508-4A	Typological-Functional Grammar ---------- 50	
	Lg.508-5A	Sign Language Linguistics ---------- 50	
	Lg.508-6A	Topics in Linguistics ---------- 50	
	Specialization (B): Any One		
	Lg.508-1B	Tibeto-Burma Linguistics---------- 50	
	Lg.508-2B	Indo-Aryan Linguistics ---------- 50	
	Lg.508-3B	Japanese Linguistics ---------- 50	
	Lg.508-4B	Sanskrit Linguistics ---------- -------- 50	
	Lg.508-5B	English Linguistics ---------- 50	
	Lg.508-6B	Nepali Linguistics ---------- 50	

A) Specialization - A

1A) Generative Grammars

Lg.508-1A

Paper: VIII
Full Marks: 50
Teach Hrs: 75

Course Description

This is an advanced course in syntax. It is designed to be prone to much discussed linguistic theory, viz. generative theory. This course incorporates the four major approaches to the generative theory -Chomsky's Minimalist Program (MP), Lexical-Functional Grammar (LFG), Generalized Phrase Structure Grammar (GPSG) and Relational Grammar (RG).

Course Objectives:

On completion of this course, the students will be able to explore the theoretical implications of sentence structure in a language (including Nepalese languages) especially in the light of generative approaches to linguistic theory. More specifically, they will be able to:

- explain general assumptions made in generative linguistics
- understand the conceptual frameworks of the four major approaches to the generative grammar -MP, LFG, GPSG and RG
- compare these approaches
- evaluate the empirical adequacy of the stipulations about the Universal Grammar (UG) and the parametric variations in the light of sentence structure in languages (including the languages of Nepal)

Course Contents:

Units		Teach. Hrs.
I	**Basic assumptions**	5
	1.1 Introduction	
	1.2 Goals of linguistic theory	
	1.2 Competence and performance	
	1.3 The data for linguistic theory	
	1.4 Levels of adequacy	
	1.5 Markedness and core grammar	
II	**The Minimalist Program**	30
	2.1 Categories and Constituents	
	2.1.1 Introduction	
	2.1.2 The motivation for x'-theory	
	2.1.3 The theory of categories	
	2.1.4 Linear and hierarchical structure	
	2.1.5 Clause structure and head movement	
	2.2 Case and agreement	
	2.2.1 Introduction	
	2.2.2 Thematical roles and grammatical functions	
	2.2.3 The government-based case theory	
	2.2.4 Case and movement	

2.2.5 Empty categories and types of movement
2.2.6 Categories and case
2.2.7 Checking theory
2.2.8 Case and word order
2.3 Binding
2.3.1 Introduction
2.3.2 Anaphors and pronouns
2.3.3 The binding theory
2.3.4 Referential expressions and empty categories
2.3.5 Movement and long-distance anaphora
2.3.6 Reflexivity
2.4 Locality
2.4.1 Introduction
2.4.2 Islands
2.4.3 Subjacency
2.4.4 The empty category principle
2.4.5 Barriers
2.4.6 Relativized minimality
2.4.7 Locality
2.5 Principles, parameters and language acquisition
2.5.1 Introduction
2.5.2 The argument from the poverty of the stimulus
2.5.3 Language acquisition and parameter setting
2.5.4 Historical change in language

III **Lexical-Functional Grammar (LFG)** **20**

3.1 The organization of information
3.2 The semantic structure
3.3 Argument structure
3,4 Grammatical function structure
3.5 Grammatical category structure
3.6 Co-presence of the levels of structure

IV **Generalized phrase structure grammar (GPSG)** **10**

4.1 Introduction
4.2 Obstacles to phrase structure description
4.3 Features
4.4 Grammars and metagrammars
4.5 Unbounded dependencies
4.6 Semantic interpretation and control

V **Relational Grammar** **10**

5.1 Goals and basic assumptions of relational grammar
5.2 The model of relational grammar
5.3 The impact of relational grammar on empirical studies with special reference to causativization and passivization

Recommended Readings

1. Blake, Barry J (1990) ***Relational Grammar,*** London: Routledge.
2. Horrocks, G. (1987) ***Generative Grammar***, London and New York: Longman
3. Lasnik, H. and J. Uriagereka.(1988) ***A Course in GB Syntax***, Cambridge, Mass.: The MIT Press.
4. Roberts, Ian.(1997) ***Comparative Syntax***, London: Arnold

Reading List

1. Chomsky, N(1995) ***The Minimalist Program,*** Cambridge, Mass.: The MIT Press.
2. Mohanan, T. (1994) ***Argument Structure in Hindi***, Stanford: CSLI.
3. Pattanayak , D.P. and Yamuna Kachru eds.(1985) ***Relational Grammar***, Mysore: CIIL
4. Radford, A. (1988) ***Transformaional Grammar,*** Cambridge: Cambridge University Press.
5. Yadava, Y.P.(1998) ***Issues in Maithili Syntax: a Government-Binding Approach,*** Munich: Lincom Europa.

(2A) Systemic-Functional Linguistics

Lg.508-2A **Paper: VIII**
Full Marks: 50
Teach Hrs: 75

Course Description

This course is designed to introduce the Systemic-Functional Theory and provide a tool for the students to understand and analyze the language according to this theory. A total of 75 hours will be given for lectures and in addition to this practical exercises and reading of reference materials will also be needed.

Course Objectives:

On completion of this course, the students will be able to:

- to understand the theory and methodology of systemic-functional grammar
- to read with comprehension the linguistic description based on the systemic-functional theory
- use the systemic-functionalised theory of Halliday for linguistic description
- specialize in the theory of systemic-functional linguistics

Course Contents:

Units		Teach. Hrs.
I	**Basic Foundations of Systemic-Functional Theory**	25

1.1. Systemic-Functional Theory, its origin and development Prague school, Andre Martinent and Glossematics, Firth and his colleagues

1.2. The Neo-Firthian – Halliday's Categories of the Theory of Grammar The basic concepts of level, substance, form and situation

1.3. Fundamental categories of grammar - Unit, Class, System and Structure, rank, exponent and delicacy

1.4. Development of Systemic-Functional Theory and its basic concepts –

a. Language as rule and language as resource
b. Strata of language: content and expression
   Extra-linguistic levels – context of culture and context of situation
   Linguistic levels – Semantic and Lexico-grammar
   Expressional level - Phonology, Graphology and Gestures
c. Lexico-grammar stratum: System and Structure and their relationship
d. System network – paradigmatic and syntagmatic organization
e. Language and function, metafunctional diversification, realization statements
f. Text, context and its functional diversification, field,

tenor and mode, context and instantiation,

g. Variation – dialectal, codal and registral

II Clause Structure **25**

2.1. Experiential clauses

a. Transitivity: Process, Participant and Circumstance

b. Process types: Material, mental and relational and other sub-types such as verbal, behavioral, existential and circumstantial.

c. Agency

d. Transitivity and Voice

2.2. Interpersonal clauses:

a. Mood system: Indicative and Imperative

b. Mood tags: modality

c. Polarity

2.3. Clauses as message

a. Conjunction system

b. Theme system

c. Textual and interpersonal theme system

d. Ideational theme system

e. Clause complex

f. Types of interdependency: parataxis and hypotaxis

g. Expansion: Elaboration, extension and enhancement

h. Projects: Reports, ideas and facts

2.5. Group and Phrases

a. Nominal group: Simple and complex, modification. determination

b. Verbal group: Simple and complex

c. Tense system: tense and process types

d. Adverbial groups

III Discourse /Text Analysis and interpretation **25**

3.1. Metaphorical mode of expression

3.2. Metaphor:

3.2.1 Rhetorical transference

3.2.2 grammatical metaphor – ideational and interpersonal

3.3. Information

3.3.1. Nature of the information unit

3.3.2 Given and new

3.3.2 Given + new and Theme + Rheme

3.3.3 Intonation and Rhythm

3.4. Cohesion

3.4.1 Reference

3.4.2 Ellipsis and substitution

3.4.3 Conjunction

3.4.4 Lexical cohesion

3.5 Creation of texture

3.6 Text analysis and interpretation

3.7 Functional interpretation of literary style

Recommended Readings

1. Berry, Margaret (1997) ***Introduction to Systemic Linguistics,*** I Structure and System, London Sydney: B.T. Batsford Ltd.
2. ------(1997) ***Introduction to Systemic Linguistics,*** 2. Levels and Links, London and Sydney: Batsford Ltd.
3. Butt, David (1995) ***Using Functional Grammar,*** Australia:NCELTR, Macquairie U.
4. Halliday, M.A.K (1994) ***An Introduction to Functional Grammar***, 2nd ed. London: EdwardArnold.
5. Hasson,R. ed. (1985) ***Discourse on Discourse,*** Australia: Workshop Reports from Macquarieu.
6. -----(1985) ***Handbook of Discourse Analysis***. Vol.23. London: Academic Press.

Reading List

1. Butt, David (1988) ***Randomness,*** Order and Latent Patterning of text in Birch and OToole, eds., Functions of Style, London: Pinter.
2. Halliday M.A.K. (1976) ***System and Function in Language***, London: Oxford University Press.
3. ..... (1967/68) ***'Notes on Transitivity and theme in English'***, 1-3. Journal of Lingustics, 3-4.
4. ..... (1978) ***Language as Social Semiotic: The Social Interpretation of Language and Meaning,*** London: Adward Arnold
5. .....(1985) ***Language, Context and Text: a Social Semiotic Perspective***. Deakin University Press.
6. Halliday, M.A.K and Ruquiya Hasan (1976) ***Cohesion in English***, London: Longman.
7. Hasan ,Ruquiya (1985) ***Linguistics, Language and Verbal Art.*** Deakin University Press.

(3A) Tagmemics

Lg.508-3A

Paper: VIII
Full Marks: 50
Teach Hrs: 75

Course Description

This course is designed to make the students familiar with the theory and methodology of Tagmemics and enable them to understand and use the model for linguistic analysis.

Course Objectives:

On completion of this course, thestudents will be able to:

- understand the theory and methodology of tagmemics
- explain the linguistic description with particularl represence to the languages of Nepal
- use the theory and methodology of Tagmemics for linguistic analysis

Course Contents:

Units		Teach. Hrs.
I	**Foundations of Tagmemics**	20
	1.1.Tagmemic theory	
	1.2. Tagmemics as a theory of language	
	1.3. Tagmemics as a theory of human behaviour	
	1.4. Tagmemics: origin , development and current trends	
	1 5. Basic Principles of the Pikean model of Tagmemics:	
	1.5.1.Perspective	
	1.5.2. Unit (etic-emic)	
	1.5.3. Hierarchy	
	1.5.4. Context\	
II	**Tagmemic analysis of clause structure**	40
	2.1. Tagmeme: Definition	
	2.2. Nuclear and peripheral tagmemes, optional and obligatory tagmemes	
	2.3..The clauses:	
	2.3.1.Clause level tagmemes	
	2.3.2. Clause types: Basic, extended and derived.	
	2.4. The sentences	
	2.4.1. Sentence level tagmemes	
	2.4.2. Sentence types	
	2.5. Phrases, words and morphemes	
	2.6 Review of clause and sentence level analysis of the Nepalese languages	
III	**Tagmemic analysis of discourse structure**	15
	3.1. Discourse types	
	3.1.1. Narrative	
	3.1.2. Procedural	
	3.1.3. Behavioral	

3.1.4. Expository
3.2. 2.Analytical procedures
3.3. Review of discourse level analysis of the Nepalese languages

Recommended Readings

1. Edmondson, Jerold A. and Donald A. Burquest (1994) ***A Survey of Linguistic Theories***, Second eddition, Dallas: Summer Institute of Linguistics
2. Pike Kenneth .L. and Evelyn G. Pike (1982) ***Grammatical Analysis***, Dallas: Summer Institute of Linguistics
3. ---------- (1983) ***Text and Tagmeme***, London: Francis Printer Publishers

Reading List

1. Glover, W.W. (1974) ***Sememic and Grammatical Structures in Gurung***, Norman:SIL
2. Grimes, J.E. (1975) ***The Thread of Discourse***, The Hague: Mouton
3. Langacre, Robert E.(1964) ***Grammar Discovery Procedure***, The Hague: Mouton
4. -------- (1983) ***The Grammar of Discourse***, New York: Plenum
5. Pike, Kenneth L. (1971) ***Language in relation to a unified theory of the structure of human behaviour***, The Hague: Mouton.
6. --------- (1982) ***Linguistic Concepts: An Introduction to Tagmemics***, Lincoln: University of Nebraska Press.

(4A) Typological Functional Grammar

Lg.508-4A

Paper: VIII
Full Marks: 50
Teach Hrs: 75

Course Description

This course is designed to introduce the Functional Typological Grammar and provide a tool for the students to understand and analyze the language according to this theory. In addition to 75 hours of class lectures, practical exercises in analyzing the languages will also be done.

Course Objectives:

On completion of this course, the students will be able to:

- to understand the theory and methodology of Functional Typological Grammar
- to read with comprehension the linguistic description based on the Functional Typological Grammar
- use the Functional typological Grammar for linguistic description, and
- Specialize in the theory and methodology of Functional Typological grammar

Course Contents:

Units		Teach. Hrs.
I	**Basic Foundations of Functional Typological Grammar**	15
	1.1. Functional Typological Grammar - history and development	
	1.2. Early functionalists and development of functional approach	
	1.3. Typological Universals and development in typological studies	
	1.4. Basic Assumptions of Functional Typological Grammar	
	1.5. Methodological Preliminaries	
II	**Morpho-Syntax and Morpho-syntactic processes**	35
	2.1. Morphological processes and word classes	
	2.2. Grammatical categories	
	2.3. Simple sentences. Predication and case roles	
	2.4. Word order typology.	
	2.5. Grammatical relations	
	2.5.1 Case-marking typology	
	2.5.2. Ergativity	
	2.6. Noun Phrases, nominalization and adjectivization	
	2.7. Verb Phrases, Verbal complements, transitivization, causativization and passivization	
	2.8. Tense,Aspect, Modality and Negation	
	2.9. Pronouns and Agreement	
III	**Discourse and Text: Analysis and Interpretation**	25
	3.1. Speech acts and pragmatically marked structures	
	3.2. Definiteness and Referentiality	
	3.3. Discourse structure and interclausal coherence	

3.4. Clause chaining
3.4.1. Verb serialization
3.4.2. Complementation
3.2.3. Relativization
3.2.4. Co-ordination
3.5. Grammaticalization

Recommended Readings

1. Edmondson, J.A. and D.A. Burquest (1998) ***A Survey of Linguistic Theories***, 3rd Ed. Texas: Summer Institute of Linguistics.
2. Givon, Talmy (1984***) Syntax: A Functional- Typological Introduction I***, Amsterdam: Benjamins
3. ---------- (1990) ***Syntax: A Functional- Typological Introduction II***, Amsterdam: Benjamins
4. Payne, Thomas E (1997) ***Morpho-Syntax***, Cambridge: Cambridge University Press.

Reading List

1. Foley, William A. and Rober D. Van Valin Jr. (1984) ***Functional Syntax and Universal Grammar*** [Cambridge Studies in Linguistics 38] Cambridge: Cambridge University Press.
2. Van Valin, Robert D. Jr., (ed) (1993) ***Advances in Role and Reference Grammar*** [Amsterdam Studies in the Theory and History of Linguistic Science, Series IV— Current Issues in Linguistic Theory 82] Amsterdam: John Benjamins Publishing Company.
3. Van Valin, Robert D., Jr., and Randy J. LaPolla (1998) ***Syntax: Structure, Meaning, and Function.*** Cambridge: Cambridge University Press.
4. Wierzbicka, Anna (1985) ***Lexicography and Conceptual Analysis***, Ann Arbor: Karoma.
5. -------- (1987) ***"Boys will be boys: radical semantics vs radical pragmatics***, London: 6395-114.
6. ------- (1988) ***The Semantics of Grammar,*** Amsterdam: Benjamins.
7. -------- (1992) ***Semantics, Culture and Cognition***, New York: Oxfor University Press.

(5A) Sign Language Linguistics

Lg.508-5A

Paper: VIII
Full Marks: 50
Teach Hrs: 75
Evaluation: Written Examination

Course Description

This course is designed to make the students familiar with the types and structures of the sign language, linguistic approach to sign language, the structure of American sign language and emergence of Nepali Sign Language and encourage them to carry out research in sign language.

Course Objectives:

On completion of this course, the students will be able to:

- acquire a broad perspective of the sign languages of the world
- know sign language linguistics as a newly emerging branch of linguistics
- understand the structure of the sign Languages and particularly of American sign language
- explain the linguistic aspects of Nepali sign language
- carry out research in sign language

Course Contents:

Units		Teach. Hrs.
I	**Basics of the Sign Language**	25
	1.1. Origin and development of sign language	
	1.2. Sign languages of the world used among the deaf communities	
	1.3. Types of sign languages	
	1.4. American Sign Language and emergence of Sign Language Linguistics	
	1.5. Sign Languages in Asia, Australia and Europe	
	1.6. Origin and Development of Nepali Sign language	
II	**The Structure of Sign Language**	25
	2.1. Sign Language Phonology	
	2.2. Sign Language Grammar	
	2.2.1. Morphology	
	2.2.2. Grammatical Categories (Negation, wh-question, plurals, reduplication, quantification, tense and aspect, pronominalization, order, simultaniety, etc.)	
	2.3. Lexicon	
	2.4. Sign language and spoken language: a comparison of linguistic systems	
	2.5. Historical change in sign language form	
III	**Sign Language, Society and Education**	25
	3.1. Research in the sign language: Issues and priorities	
	3.2. Sign language acquisition	

3.3. Sign language bilingualism
3.4. Sociolinguistics of sign
3.6. Promotion of sign language
3.7. Sign language education

Recommended Readings

1. Coulter,G.R.ed. (1992) ***ASL Phonology***, New York: Academic Press
2. Klima, Edward S. and Ursula Bellugi (1979) ***The Signs of Language***, Cambridge: Mass
3. Stokoe, W.C. (1960) ***Sign Language Structures: Studies in Linguistics***, Occasional Papers 8, University of Buffalo Press. Revised ed. 1978.
4. Stokoe, W.C., D. Casterline and C. Croneberg (1965) ***A Dictionary of American Sign Language on Linguistic Principles,*** Gallaudet College Press.

Reading List

1. Fischer, Susan and Pricia Siple, eds. (1990) ***Theoretical Issues in Sign Language Research***, Vol.I Linguistics, Chicago: University of Chicago Press.
2. Kyle,J.C. and B. Woll (1985) ***Sign Language: The Study of Deaf People and Their Language***, Cambridge and New York: Cambridge University Press.
3. Lucas,Ceil ,ed.(1990) ***Sign Language Research: Theoretical Issues***, Washington D.C.: Gallaudest Universit Press
4. Washabaugh, William (1986) ***Five Fingers for Survival, Ana Arbor***, Michigan: Karoma

(6A) Topics in Linguistics

Lg.508-6A

Paper: VIII
Full Marks: 50
Teach Hrs: 75

This is a seminar course to be developed in a specific linguistic topic.

Specialization - B

The students are required to choose one of the following specialization courses:

Specialization (B): Any One		
Lg.508-1B	Tibeto-Burma Linguistics---------- 50	100
Lg.508-2B	Indo-Aryan Linguistics ---------- 50	
Lg.508-3B	Japanese Linguistics ---------- 50	
Lg.508-4B	Sanskrit Linguistics ---------- 50	
Lg.508-5B	English Linguistics ---------- 50	
Lg.508-6B	Nepali Linguistics ---------- 50	

(1B) Tibeto-Burman Linguistics

Lg.508-1B

Paper: VIII
Full Marks: 50
Teach Hrs: 75

Course Description

This course is designed to make the students familiar with the study of Tibeto-Burman languages and to understand the scope and current research in Tibeto-Burman linguistics.

Course Objectives:

On completion of this course, the students will be able to:

- acquire a broad perspective on Sino-Tibetan (S-T) and Tibeto-Burman (T-B) linguistic areas
- explore and assess methodological problems in classification and research in T-B languages
- identify themes and topics in T-B linguistics that require detailed study and research
- analyze or conduct typological studies on the T-B languages spoken in Nepal.

Course Contents:

Units		Teach. Hrs.
I	**Affiliation and Classification** 1.1 Sino-Tibetan : Sinitic and Tibeto-Burman 1.2 Classificatory problems in T-B : Genetic relationships among sub-branches of the family 1.2.1 Higher-order groupings within T-B 1.2.2 Middle-level relationships within T-B 1.2.3 The Tree model and Wave model of genetic relationships	35
II	**Historical Perspectives on Tibeto-Burman** 2.1. Contributions of Western scholars: Shafer, Wolfenden, Bodman, Benedict, DeLancey, Matisoff , van Driem, Austin Hale, R.K. Sprigg, Michaelovsky, K.Ebert, Genetti, etc. 2.2. Contributions of Eastern scholars: Dai Qingxia, Sun Honkai, David Bradley, Ross Caughley, Nishi, Nishida, etc. 2.3. Methodology: Comparative method and Reconstruction 2.4. Language universals, typological concepts, areal diffusion and convergence, parallel drift	15
III	**Themes and Approaches** 3.1. Typological continuum : Indo-spheric and Sino-spheric tendencies 3.2. Syntagmatic and paradigmatic paradigms: Lexis and grammar; phonetic traits and phonological regularity;	25

inflectional morphology and syntax; pronominalization, grammaticalizations

3.3. Orthographies: Indic, indigenous, Roman-based

3.4. Reconstruction of Proto S-T and T-B from sub-stratum data

3.5. Tibeto-Burman and Indo-Aryan: a comparative perspective

Recommended Readigns

1. Comrie, Bernard. ed., (1990) ***The major languages of East and South-East Asia***. London: Routledge.
2. Hale, Austin and David E. Watters ed., (1973) ***Patterns in clause, sentence and discourse in selected languages of India and Nepal.*** 4 volumes. (1: Sentence and discourse. 2: Clause. 3: Texts. 4: Word lists.) Summer Institute of Linguistics Publications in Linguistics (and Related Fields) 41. Norman, Oklahoma: Summer Institute of Linguistics.

Reading List

1. Benedict, Paul K. (1972) ***Sino-Tibetan: A Conspectus.*** Cambridge : Cambridge University Press.
2. Bradley, David. (1975) ***Lahu Dialects and Proto-Loloish.*** Ph.D. dissertation, University of London.
3. Caughley, Ross C. (1982) ***The Syntax and Morphology of the Verb in Chepang.*** Pacific Linguistics, Series B, No. 84. Canberra : Australian National University.
4. Chatterjee, Suniti K. Kirata-Jana-kriti: ***The Indo-Mongoloids and Their Contributions to the History and Culture of India.*** Calcutta: The Royal Asiatic Society.
5. Dai Qingxia. (1990) "My work in Tibeto-Burman linguistics". Translated by Randy J. LaPolla. ***Linguistics of the Tibeto-Burman Area*** 11: 2, 1-6.
6. DeLancey, Scott. (1989) "The historical status of the conjunct-disjunct pattern in Tibeto-Burman". ***Acta Linguistica Hafnensia***, Vol.25, 39-62.
7. DeLancey, Scott. (1990) "Sino-Tibetan languages". In: Comrie 1990 : 69-82.
8. Ebert, Karen H. (1994) ***The structure of Kiranti Languages: Comparative Grammar and Texts***. Zurich: Universitat Zurich.
9. Genetti, Carol E. (1994) ***A Descriptive and Historical Account of the Dolakha Newari Dialect.*** Monumenta Serindica 24. Tokyo: Institute of Languages and Cultures of Asia and Africa, Tokyo University of Foreign Studies.
10. Glover, Warren W. (1974) ***Sememic and Grammatical Structures in Gurung (Nepal).*** Norman: University of Oklahoma.
11. Grierson, George A. (ed.) – Sten Konow. (1903) ***Linguistic Survey of India***, vol. III; Tibeto- Burman Family, part I, II and III. Calcutta: Superintendent of Government Printing.
12. Hale, Austin. (1982) ***Research on Tibeto-Burman Languages***. Berlin : Mouton Publishers

13. Hale, Everett Austin. (1970) "A phonological survey of seven Bodic languages of Nepal," in: Hale and Pike (1970 Part I : 1-33.
14. Hale, Austin. [forthcoming]. ***Grammar of Newar Language***. Munich: Lincom Europa.
15. Hale, Everett Austin – Kenneth L. Pike. (1970) ***Tone systems of Tibeto-Burman languages of Nepal.Urbana :*** University of Illinois.
16. Kansakar, Tej R. (1993) "The Tibeto-Burman languages of Nepal : A General Survey". ***Contributions to Nepalese Studies,*** Vol. 20:2, 165-173.
17. Kitamura, H., T. Nishida and Y. Nagano, eds. (1994) ***Current Issues in Sino-Tibetan Linguistics***, Osaka : Organizing Committee of 26th Sino-Tibetan Language and Linguistics.
18. Matisoff, James A. (1973) ***The Grammar of Lahu. Berkeley*** : University of California.
19. Sebeok, Thomas A. ed., (1969) ***Linguistics in South Asia. Current Trends in Linguistics 5***. The Hague & Paris : Mouton
20. Shafer, Robert. (1966-1973) ***Introduction to Sino-Tibetan,*** 5 parts. Wiesbaden: Otto Harrassowitz.
21. Watters, David E. (1975) "The evolution of Tibeto-Burman pronominal verb morphology. ***Linguistics of the Tibeto-Burman Area***. 2:1, 45-80.
22. Weidert, Alfons. (1987) ***Tibeto-Burman Phonology : A Comparative Account***. Amsterdam Studies in the Theory and History of Linguistic Science, ed. E.F. Konrad Koerner. Series 4, Current Issues in Linguistic Theory, Vol. 54. Amsterdam & Philadelphia: John Benjamins Publishing Company.
23. Winter, Werner (1973) "Areal linguistics: Some general considerations". In: Thomas A. Sebeok (ed.) ***Diachronic, Areal and Typological Linguistics***. Current Trends in Linguistics 11. The Hague & Paris: Mouton.
24. Yadava, Yogendra P. and Warren G. Glover, eds., (forthcoming) ***Topics in Nepalese Linguistics***. Kathmandu: Royal Nepal Academy.

(2B) Indo-Aryan Languages

Lg.508-2B

Paper: VIII
Full Marks: 50
Teach Hrs: 75

Course Description

This course is designed to make the students familiar with the study of Indo-Aryan languages and to understand the scope and current research in Indo-Aryan linguistics.

Course Objectives:

On completion of this course, the students will be able to:

- acquire a broad perspective of Indo-European and Indo-Aryan linguistics areas
- understand genealogical relationships of Indo-Aryan languages
- analyze and conduct typological studies on the Indo-Aryan languages
- carry out independent studies of the Indo-Aryan languages of Nepal

Course Contents:

Units		Teach. Hrs.
I	**Basic Background and Genealogical relations**	20
	1.1. Indo-European family, reconstruction of IE culture	
	1.2. The original home and migration of Indo-Aryan	
	1.3. Old Indo Aryan: Vedic and Classical Sanskrit	
	1.4. Middle Indo-Aryan: Pali and Prakrit languages	
	1.5. New Indo-Aryan: The languages of South Asia	
	1.6. The Writing system: Brahmi and its development, Arabic and Roman loans	
	1.7. Borrowing in Modern Indo-Aryan languages	
	1.8. Sociolinguistic aspect of the history of Indo-Aryan	
	1.9. Reconstruction in Indo-Aryan	
II	**Phonology and Morphology of New Indo-Aryan**	30
	2.1. Development in NIA phonological system	
	2.1.1. NIA consonants and vowels	
	2.1.2. Retroflexion, aspiration and voicing	
	2.1.3. Stress, length and tone	
	2.2. IA Morphology	
	2.2.1. IA Morphological system	
	2.2.2. IA Inflectional system	
	2.2.3. IA Derivational system	
	2.2.4. IA morphological	
	2.2.5. Morphological categories: Number, Gender and Case	
	2.3. Indo-Aryan lexicon	
III	**Syntax and Semantics**	25
	3.1.I-A Word order	
	3.2. Simple sentence	

3.3. Subject and Object: Ergativity and Dative Subject construction
3.4. Passivisation and Causativization
3.5. Mood, Tense and Aspect
3.6. Finite and Non-finite system
3.7. Phrase level constructions
3.8. Simple sentences and their modifications
39. Coordination and subordination

Recommended Readings

1. Masica, Colin P. (1991) ***The Indo-Aryan Languages***, Cambridge University Press.
2. Zograph,G.A. (1982) ***Languages of South Asia,*** London: Routledge and Kegan Paul.

Reading List

1. Beam, John (1872) ***A Comparative Grammar of the Modern Aryan Languages of India***, London: Trubner
2. Bloch, Jules (1970) ***Lectures: The Formation of Marathi***, Delhi: Motilal Banarasidas.
3. Burrow, T. (1959) ***The Sanskrit Language***, London: Faber and Faber
4. Chatterji S. K. (1926) ***Origin and Development of Bengali***, Calcutta University Press.
5. Erdosy, George, ed.(1995) ***The Indo-Aryans of Ancient South Asia,*** Munshiram Manoharlal Publishers Pvt Ltd.
6. Ghatage, A.M. (1941) ***Introduction to Ardhamadhi,*** Kolhapur: School and College Book Stall.
7. Hoernle, A.F.R. (1880) ***A Comparative Grammar of the Gaudian Languages with Special Reference to the Eastern Hindi***, London: Rubner.
8. Katre, S.M. (1964) ***Prakrit Languages and Their Contribution to Indian Culture***. Poona: Deccan College.
9. Kellog, S.H. (1875) ***A Grammar of the Hindi Language,*** London: Kegan Paul, Trench, Trubner.
10. Lehman, Winfred P.(1993) ***The Theoretical Base of Indo-European Linguistics***, London: Routledge
11. Ramat, Anna Giacalone and Paolo Ramat (1998) ***The Indo-European Languages***, London and New York: Routledge
12. Turner, R.L. (1985) ***Indo-Aryan Linguistics***, Delhi: Disha Publications

(3B) Japanese Linguistics

Lg.508-3B

Paper: VIII
Full Marks: 50
Teach Hrs: 75

Pre-requisites: Knowledge of Japanese language is not compulsory, but having it will be an added advantage for the students.

Course Description

This course is designed to introduce the students to the linguistic structure of the Japanese language and make them aware of the fundamentals of Japanese linguistics.

Course Objectives:

On completion of this course, the students will be able to:

- understand the basics of Japanese linguistics
- compare Japanese with other languages of the world, and
- persue advanced study of Japanese language and linguistics

Course Contents:

Units		Teach. Hrs.
I	**Introduction** 1.1. Japanese and its dialects 1.2. Genealogical relationship of Japanese with other language families 1.3. Altaic and Austro-Asiatic features in Japanese 1.4. Standardization of the Tokyo dialect (Hyojungo) 1.5. History of the Japanese language 1.6. Writing systems in Japanese 1.7. Diglossia in Japanese 1.8. Honorific system in Japanese	20
II	**Phonetics and Phonology** 2.1. Japanese vowels and consonants 2.2. Diphthongs 2.3. Voicing 2.4. Nasalization 2.5. Palatalization 2.6. Permitted finals and permitted sequences 2.7. Vowel and consonant lengths 2.8. Tonality of Japanese 2.9. Sandhi rules 2.10. Intonation	20
III	**Morphology** 3.1. Japanese as an agglutinating language 3.2. Onomatopoeic words 3.3. Nominal classifiers	20

3.4. Word classes
3.5. Particles
3.6. Case
3.7. Mood
3.8. Tense (in verb and adjective)
3.9. Aspect
3.10. Compound verbs
3.11. Participialization
3.12. Derivational vs inflectional morphology

IV **Syntax** **15**

4.1. Word order
4.2. Causativization
4.3. Passivization
4.4. Reflexivization
4.5. Nominalization
4.6. Coordination (of nouns, adjectives, verbs and clauses) subordination, direct, indirect and intermediary speech

Recommended Readings

1. John Hinds (1986) ***Japanese: Croom Helm Descriptive Grammars***, London: Croom Helm
2. Masayoshi, Shibatini, (1991) ***Languages of Japan***, Cambridge University Press.

Reading List

1. Asher, ed., (1994) ***The Encyclopaedia of Languages and Linguistics***: Oxford: Pergamon Press (Relevant topics on Japanese.)
2. Samuel E. Martin (1975) ***A Reference Grammar of Japanese,*** New Haven and London: Yale University Press.
3. Shibatani, Mashayoshi, ed. (1976) ***Japanese Generative Grammar, Syntax and Semantics,*** Vol. 5. New York: Academic Press.
4. Takashi Imai and Mamoru Saito, eds., (1987) ***Issues in Japanese Linguistics***, Dordrecht- Holland: Foris

(4B) Sanskrit Linguistics

Lg.508-4B

Paper: VIII
Full Marks: 50
Teach Hrs: 75

Course Description

This course is a linguistic introduction to Sanskrit in the light of the contributions of Pratisakhyas, Yaska, Panini and Bhartrihari.

Course Objectives:

On completion of this course, the students will be able to:

- understand the basic principles and methodologies of Sanskrit grammarians
- explain the concepts of Sanskrit grammatical traditions
- use the theories of Sanskrit linguistics in comparative, historical and descriptive studies

Course Contents:

Units		Teach. Hrs.
I	**Phonetics, Phonology and Sandhi** This unit gives an introduction to phonetics, phonology and morphophonology of Sanskrit in the phonology in the light of contributions of Sikshas and Pratisakhyas: 1.1. Phonenic inventory 1.2. Permitted finals 1.3. Sandhi rules 1.4. Conversion of /s / to /ś/ 1.5. Dirgha, guna and vrddhi 1.6. Conversion of /n/ to /n / 1.7. Accent 1.8. Anusvara and the combination of final [m] 1.9. Abhyantara and bahya prayatna 1.10.Sthana and karana 1.11. Classification of vowels and consonants	20
II	**Morphology** ***This unit gives an introduction to Sanskrit morphology in the light of contributions made by Yaska and Panini:*** 2.1. Short introduction to Yaska's etymology. 2.2. Short introduction to Panini's Astadhyayi and his technique of morphological analysis. 2.3. Number, gender, person. 2.4. Case 2.5. Tense, mood, aspects (lakara) 2.5. Derivation of feminine stems 2.6. Conjugation clauses of verb roots (gana). 2.7. Primary and secondary derivations 2.8. Compound 2.9. Reduplication	35

2.10. Derivation by prefixing and infixing.
2.11. Word classes

III Syntax and Semantics **20**

This unit gives an introduction to Sanskrit syntax and Semantics in the light of the contributions made by Panini and Bhartrihari:

3.1. Order of meaningful constituents
3.2. Subject-verb agreement in number, person and case
3.3. Number gender, and case agreements between nouns and modifiers
3.4. Eragativity of ta participles
3.5. Active vs middle voice (atmanepada vs parasmaipada)
3.6. Passivization and types of voice
3.7. Causativization
3.8. Syntactic and Semantic theory of Bhartrihari

Recommended Readings

1. Allen W.S. (1953) ***Phonetics in Ancient India***. OUP.
2. Speijer J.S.(1886) ***Sanskrit Syntax***. Delhi Motilal Banarasidass.
3. Verma, Siddheshwar (1953) ***The Etymologies of Yaska***, Hoshiarpur: Visveshvarananda Institute Publication.
4. Whitney, W.D. (1889) ***Sanskrit Grammar***. Harvard Univ. Press

Reading List

1. Burrow, T. (1959) ***The Sanskrit Language***. London Faber & Faber.
2. Cardona, George (1994) "Indian linguistics". In Giulio Lepschy (ed). ***History of Linguistics. The Eastern traditions of Linguistics*** Vol 1, 25-60.
3. --------- (1974) "Panini's Karakas: Agency, animation and identity". ***Journal of Indian Philosophy*** 2:231-306.
4. --------- (1988) ***Panini***. Delhi: Motilal Banarasidass.
5. Goward, Harold g. and K. Kunjunni Raja (eds.) (1990) ***The Philosophy of the Grammarians.*** Encyclopedia of Indian Philosophies. Delhi: Motilal Banarasidas.
6. Hock, Hans H. (1986) "P-oriented" ***constructions in Sanskrit In: South Asian Language: Structure Convergance and Diglossia.*** Bh. Krishnamurti (eds). Delhi: Motilal Banarasidass, 15-26.
7. Pokharel, Madhav P. (2053-55) ***A series of papers published in Prajna 82-89***. Royal Nepal Academy.
8. Varma, Siddheshwar (1929) ***Critical Studies in the Phonetic Observations of Indian Grammarians***. Delhi, Munshiram Manoharlal (1961).

(5B) English Linguistics

Lg.508-5B

Paper: VIII
Full Marks: 50
Teach Hrs: 75

Course Description

This course is designed to introduce the different aspects of English linguistics. It is based on the contributions made in the contemporary linguistics of the language. Introducing such a course also receives justification from the fact that it is the data from the English language which has dominated modern linguistic analysis.

Course Objectives:

On completion of this course, the students will be able to understand the phonological, morphological, syntactic and discourse aspects of the English language.

Course Contents:

Units		Teach. Hrs.
I	**Basic Background**	10
	History of the English Language	
	1.2 English as an International Language	
	1.3 Dialects, registers and styles of English	
	1.4 The role of English in Nepal	
II	**English Phonology**	15
	2.1 Classification and description of phonemes	
	2.2. Vowels	
	2.3 Consonants	
	2.4 Clusters of phonemes	
	2.5 Stress and intonation	
	2.6 Morphophonemics	
III	**Morphology**	10
	3.1 Words and word structure	
	3.2 Derivation	
	3.3 Types of word formation	
	3.4 Inflection	
IV	**Syntax**	25
	4.1 Word-level categories based on semantic, morphological and syntactic criteria	
	4.2 Phrase-level categories/constituencies	
	4.3 Cross-categorial generalization: X-bar syntax	
	4.4 Transformations	
	4.5 Complements	
	4.5 Auxiliary verbs	
	4.6 Coordination	
	4.7 Relative clauses	
	4.8 Structure of noun phrases	
	4.9 Interrogative clauses	

4.10 Comparative constructions
4.11 Binding relations for anaphors, pronominals and referential expressions

V **Discourse structures** **15**
5.1 Old and new information
5.2 Topics
5.3 Participant roles
5.4 Discourse constituent structure
5.5 Extrasentential discourse units and conversational strategies

Recommended Readings

1. Aarts, Bas (1997) ***English Syntax and Argumentation***, London: Macmillan Press Ltd.
2. Gimson, A.C. (1970) ***An Introduction to the Pronunciation of English***, London:ELBS
3. McCawley, James D. (1985) and (1988) ***The Syntactic Phenomena of English***, Chicago: University of Chicago Press, vols. 1 and 2.

Reading List

1. Akmajian, A., R.A. Demers, A.K. Farmer and R.M. Harnish (1995) ***Linguistics: an Introduction to Language and Communication***, 4th edition, Cambridge, Mass: The MIT Press.
2. Demers, R.A. and A.K. Farmer (1991) ***A Linguistic Workbook***, second edition, Cambridge, Mass: The MIT Press.
3. Mathews, P.H. (1981) ***Syntax***, Cambridge: Cambridge University Press.
4. Soames, Scott and D.M. Perlmutter (1979) ***Syntactic Argumentation and the Structure of English-I***, Berkeley: University of California Press.
5. Whaley, L.J. (1997) ***Introduction to Typology***, New Delhi: Sage Publications.

6B) Nepali Linguistics

Lg.508-6B

Paper: VIII
Full Marks: 50
Teach Hrs: 75

Course Description

This course is designed to familiarize the students with Nepali linguistics as a specialized subject of intensive study. Students are required to read the materials in Nepali linguistics. So the reading list has only the titles of the books published in English language. However, students are encouraged to study the materials and articles published in Nepali and other languages.

Course Objectives:

On completion of this course, the students will be able to:

- understand the development in Nepali linguistics
- explain various topics in question in Nepali linguistics
- prepare for further studies in Nepali linguistics

Course Contents:

Units		Teach. Hrs.
I	**Historical and sociolinguistic studies**	25
	1.1. Nepali as a language of the Indo-European family	
	1.2. Linguistic demography of Nepali	
	1.3. Nepali Historical linguistics	
	1.3.1.Study of texts	
	1.3.2.Reconstruction	
	1.3.3.Etymological studies	
	1.3.4.Borrowing: Perso-Arabic and recent adaptations	
	1.4. Sociolinguistic studies	
	1.4.1. Honorific system	
	1.4.2. Social dialects: High, low and Chureti varieties	
	1.4.3.Nepali as a contact language and Nepali bilingualism	
	1.4.4.Nepali as a lingua franca and a national language	
II	**Nepali Phonology, Morphology and morphophonemics**	25
	2.1. Nepali Phonology	
	2.1.1. Nepali Segmental Phonology	
	2.1.2. Supra-segmental features	
	2.1.3. Distinctive features	
	2.1.4. Syllabic structure	
	2.2. Nepali Morphology	
	2.2.1. Inflectional morphology	
	2.2.2. Derivation	
	2.2.2. Compounding	
	2.2.3. Reduplication	
	2.2.4. Word formation processes	
	2.3. Nepali Morphophonemics	
	2.3.1. Assimilation	

III Syntactic, semantic and discourse analysis of Nepali **25**

3.1. Clauses and Sentences
3.1.1. TG approach
3.1.2. Structural approach
3.1.3. Tagmemic approach
3.1.4. Case Grammar
3.2. NP structure
3.3. Complementation
3.4. Relativization
3.5. Causativization
3.6. Recent developments in syntactic, semantic and discourse analysis of Nepali

Reading List

1. Abdulky, Vicki June (1969) "Case Grammar and the Nepalese Language', Cornell University M.A. Thesis
2. ---------- (1974) "A Formational Approach to the Semantics of Nepali," Cornell University Doctoral dissertation.
3. Acharya, Jaya Raj (1990) ***A Descriptive Grammar of Nepali and an Analyzed Corpus***, Georgetown University Press.
4. Ayton, J.A. (1820) ***A Grammar of the Nepali Language***, Calcutta
5. Bandhu, C.M. (1971) ***Studies in Linguistic Behaviour***, Kathmandu: Royal Nepal Academy.
6. -------- (1973) "Clause patterns in Nepali," in Hale Austin and David Watters, eds. (1973) ***Clause, Sentence and Discourse Patterns in Selected Languages of Nepal,*** SIL Publication in Linguistics and Related Fields, No.41, Norman: Oklahoma, 1-8
7. Bandhu, C.M., B.M. Dahal, A. Holshausen and A. Hale (1971) "Nepali Segmental Phonology", Kirtipur: SIL, mimeo.
8. Basnet, Shanti (1986) " Semantics of Nepali Vocabulary", Poona University Ph.D. dissertation
9. Clark, T.W. (1963) ***Introduction to Nepali***, Cambridge: W. Heffer and Sons.
10. Crain, Laura D (1992) "Clause Chaining in Nepali Discourse, Ph.D. dissertation, UCLA.
11. Dahal, B.M. (1974) ***A Description of Nepali: Literary and Colloquial***, Unpublished Poona University doctoral dissertation
12. Hari, Maria (1973) " Tentative Systemic Organization of Nepali Sentences," in Hale, Austin and David Watters , eds. (1973) ***Clause, Sentence and Discourse Patterns in Selected Languages of Nepal***, SIL Publication in Linguistics and Related Fields, No. 40, Norman: SIL, University of Oklahoma, II: Clause, 175: 249.
13. Pandit, P. (1976) ***Linguistic History: Relationship in Languages***, in Seminar Papers in Linguisitcs, Kirtipur:INAS
14. Pokharel, M.P. (1989) "Experimental Analysis of Nepali Sound System," Poona University Ph.D. dissertation.

15. Pradhan, K.B. (1982) "The Structure of the Simple Clause in Nepali," University of Wisconsin Ph.D. Dissertation,
16. Regmi, C.M. U. (1978) " Relativization in Nepali," Tribhuvan University doctoral dissertation.
17. Regmi, D.R. (1988) "Clause Structure in Standard Nepali", T.U. M.A. dissertation
18. Sharma, Basu Deva (1976) ***An Outline of Nepali Transformational Syntax***, Kathmandu: Campus of International Languages.
19. Sharma, T.N. (1980) "Auxiliaries in Nepali." University of Wisconsin Ph.D. Dissertation.
20. Sthapit,S.K. (1978) ***English, Nepali and Newari: A comparision and its pedagogic applications***, Poona University Ph.D. dissertations.
21. Toba, S. (1998) ***Bibliography of Nepalese Languages and Linguistics***, 2nd ed., Kathmandu: Central Department of Linguistics,
22. Turner, R.L. (1920) "Infinitives in Nepali", ***Philologia***, 1:1;, 101-116.
23. Wallace, W.D. (1985) "Subject and Subjecthood in Nepali", University of Illinois Ph.D.dissertation.

Optionai

To be chosen from one of the following optional papers of 100 marks consisting of two combined courses:

		Optional : (ONE of the Following Papers)	
IX	Lg.509-1	Stylistics and Stylistic Analysis of Texts: 1) Stylistics ---------- 50 2) Stylistic Analysis of Literay Texts ----- ---------- - 50	100
	Lg.509-2	Narratology and Analysis of Folk Narratives: 1) Narratology ---------- 50 2) Analysis of Folk Narratives ---------- 50	100
	Lg.509-3	Transalation Studies and Practical Translation: 1) Translation Studiess ---------- 50 2) Practical Translation ---------- 50	100
	Lg.509-4	Language Teaching: Theory and Practice: 1) Language Teaching Theories/Methodology ------- 50 2) Language Teaching Practiced ---------- 50	100
	Lg.509-5	Literacy: Theory and Practice: 1) Literacy Theory/Methodology ---------- 50 2) Practical Literacy ---------- 50	100
	Lg.509-6	Lexicography and Practical Dictionary Making: 1) Lexicography ---------- 50 2) Practical Dictionary ---------- 50	100
	Lg.509-7	Topics in Applied Linguistics: ---------- 50+50: Workshop/Term Pap.	100
X	Lg.510	Thesis	100

Stylistics and Analysis of Literary Texts

Lg.509-1 **Paper: IX**

This paper consists of two courses: (1) Stylistics and Discourse Analysis and (2) Analysis of Literary Texts

(1) Stylistics and Discourse

Full Marks: 50
Teach Hrs: 75

Course description

This course is designed to familiarize the students with the theory and methodology of stylistics and discourse analysis. The students will be able to know the nature and scope of stylistics and discourse analysis and the development of stylistics as an independent discipline and to apply the theories and methodologies in the analysis of literary works.

Course objectives:

On completion of this course, the students will be able to:

- understand the theories and methodology of stylistics and discourse analysis
- undertake the task of stylistic and discourse analysis
- evaluate the works on stylistic and discourse analysis

Course Contents:

Units		Teach. Hrs.
I	**Nature and Scope of Stylistics**	25
	1.1. Definition of stylistics, development of stylistics as a discipline	
	1.2. Sanskrit theories of literary analysis	
	1.3. Different approaches to stylistic analysis	
	1.4. Semiotics – Saussure, Peirce, Halliday	
	1.5 Hallidayan model – Language as a functional sign system, text as sign.	
II	**Linguistic Analysis of Literary Works**	25
	2.1. Phonological cohesion, meter and rhythm	
	2.2. Morphemes, lexicon and style	
	2.3. Role structures, selectional restrictions, ambiguity, paraphrase contradiction, anomaly and tautology	
	2.4. Social, ethnic and regional varieties	
	2.5. Syntagmatic and paradigmatic relations	
	2.6. Structure and texture	
	2.7. Selection,	
	2.8. Deviation	
	2.9. Parrallelism	
	2.10. Exercises in stylistic analysis of poetry and prose narratives	
	2.11. Recent trends in stylistic analysis	

III Discourse Analysis **25**

3.1. Discourse analysis, text linguistics and narratology
3.2. Various models and approaches to discourse analysis
3.3. Analysis of discourse, conversation and narratives
3.4.. Tagmemic approach to discourse analysis
3.5. Rhetorical structural theory
3.6 Functional approach to text organization.
3.7. Discourse and the notion of textuality
3.8. Cohesion and analysis of a text
3.9. Recent trends in discourse analysis
3.10. Exercises in discourse analysis

Recommended Readings

1. Enkvist, N.E. (1973) ***Linguistic Stylistics,*** The Hague: Mouton
2. Halliday, M.A.K and Ruqaiya Hasan (1976) ***Cohesion in English***. London: Longmans.
3. Traugott, E.C. and M.L. Pratt.(1980) ***Linguistics for Students of Literature.*** San Diego: Harcourt Brace.

Reading List

1. Chapman, R. (1973) ***Linguistics and Literature: An Introduction to Literary Stylistics***. New Jersey: Littlefield.
2. Cluysenaar A. (1976) ***Introduction to Literary Stylistics***. London: Batsford.
3. Cook,Guy (1989) ***Discourse,*** Oxford: Oxford University Press.
4. Fowler, Roger (1975) ***Style and Structure in Literature***. Oxford: Blackwell.
5. Hawkes, T. (1977) ***Structuralism and Semiotics***. London: Methuen and Co.
6. Langacre, Robert E. (1983) ***The Grammar of Discourse: Notional and Surface Structures***, N.Y.: Plenium Press.
7. Leech, Geoffrey N. (1969) ***A Linguistic Guide to English Poetry***. London: Longman
8. Potter, Simon. (1986) ***Linguistic Criticism***. New York: Oxford University Press.
9. Ronald Carter and Simpson (1989) ***Language Discourse and Literature: An Introduction Reader in Discourse Stylistics***. London: Unwin.
10. Turner, G.W. (1973) ***Stylistics***. London: Penguin.
11. Van Dijk. (1981) ***Studies in the Pragmatics of Discourse***, The Hague: Mouton.
12. Widdowson, H.G. (1975) ***Stylistics and the Teaching of Literature***. London: Longman.

(2) Stylistic Analysis of Literary Texts

Full Marks: 50
Teach Hrs: 75

Evaluation: Term Paper 40 to 60 pages

Course Description

This course is intended to involve the students in practical application of their knowledge of the theories and methodologies of stylistics and discourse analysis in the analysis of the literary texts of Nepalese and foreign writers.

Course Objectives:

On the completion of this course, the students will be able to:

- know how to apply the theories of stylistics and discourse analysis in text analysis
- do stylistic and discourse analysis independently
- evaluate the works of stylistic and literary analysis
- contact folk narrative research
- to write a paper after folk narrative research.

Course Contents:

Units **Teach. Hrs.**

The students are required to proceed as follows:

a) Consult the teacher/supervisor to select the topic
b) Select the theory and methodology to be applied
c) Write a short proposal and submit for approval
d) Get a reading list from the teacher/supervisor and do necessary background reading of relevant materials
e) Consult the teacher/supervisor regularly during the time of analysis and before keyboarding
f) Three copies of term paper should be submitted

Recommended Readings and Reading List

The textbooks are the same as for A1. The teacher/supervisor should provide reading lists to individual students.

Narratology and Analysis of Folk Narratives

Lg.509-2 **Paper: IX**

This paper combines two courses: (A) Narratology: The Theory of Naratives and (B) Analysis of Folk Narratives : application of the Theory of Narratology in the analysis of the folk narratives such as fairy tales, folktales, myths, legends, epics, ballads, riddles , proverbs and poems, etc.

(1) Narratology

Full Marks: 50
Teach Hrs: 75

Course Description

This course is intended to make the students familiar with the methodologies of analyzing the folk narratives collected by the students during their fieldwork. The students are encouraged to analyze the folk narrative materials of various Nepalese languages.

Course Objectives:

On completion of this course, the students will be able to:

- understand different theories of narratology
- know the importance of narratives in every day affairs
- analyze narrative texts in general
- to practise the analysis of folk narratives

Course Contents:

Units		Teach. Hrs.
I	**Fundamentals of Narratology**	20
	1.1. Nature and Scope of Narratology	
	1.2. Development of the theories of Narratology	
	1.3. Folk Narratives	
	1.3.1. Genre theory and folk narrative genres	
II	**Structural Theories of Narratives**	30
	2.1. Vladimir Propp's Morphology of Folktales	
	2.2. Modification of Propp's theory	
	2.2.1.Heda Jason's model for Narrative structure in oral literature	
	2.2.2. Allan Dundes's approach	
	2.2.3 Analysis of syntagmatic structure of oral narratives	
	2.3. Levi Strauss's approach	
	2.3.1. Analysis of paradigmatic structure of oral narratives	
	2.4. Ronald Barthe's approach	
III	**Other approaches and recent development**	25
	3.1. Psychoanalytical perspectives	
	3.1.1. Freud's approach to fairy tales, myths and dreams	
	3.1.2. Jung's approach	
	3.1.3. Eric Fromm's Forgotten language	
	3.2. Mieke Bal's approach: The story, text and Fibula	

3.3. Chatman on story and discourse
3.5. Performance theories
3.5.1. Text and context
3.5.2. Performatives (Austin)
3.5.3. Ethnography of Speaking (Dell Hymes)
3.5.4. Performance events (Bauman)
3.5.5. Tradition ecology (Honko)

Recommended Readings

1. Bal, M. (1985) ***Narratology: Introduction to the Theory of Narratives***, Toronto: University of Toronto Press.
2. Barthes, Ronald (1977) "Introduction to the Structural Analysis of Narratives', in Image-Music-Text, New York: Hill and Wang.
3. Berger, A.A. (1997) ***Narratives,*** Sage Publications
4. Propp, V. (1968) ***Morphology of Folktales***, Austin: University of Texas Press.

Reading List

1. Chatman, Seymour (1978) ***Story and Discourse***, New York: Cornell University Press.
2. Genette, Gerald (1980) ***Narrative Discourse***, New York: Cornell University Press
3. Levi-Strauss,C. (1967) ***Structural Anthropology***, Garden City: New York: Doubleday
4. Riessman,C.K. (1993) ***Narrative Analysis***, Newbury Park: Sage

(2) Analysis of Folk Narratives

Full Marks: 50
Teach Hrs: 75
Evaluation: Term Paper 40-60 pages

Course Description

This course is intended to involve the students in the practical application of their knowledge of the theories and methodologies of Linguistics and Folkloristics to analyze the folk narrative materials. As the students are required to do fieldwork and the oral texts of narratives are of great importance for linguistic and folkloristic research, they also need to know the theories and methodologies of analysis of the texts.

Course Objectives:

On completion of this course, the students will be able to:

- know how to apply the theories of narratology for folk narrative research
- carry on folk narrative research independently
- evaluate the works of folk narrative research
- write a paper after folk narrative research

Course Contents:

Units **Teach. Hrs.**

The students are required to proceed as follows:

a) Consult the teacher/supervisor to select the topic
b) Select the theory and methodology to be applied
c) Write a short proposal and submit it for approval
d) Get a reading list from the teacher/supervisor and do necessary background reading of relevant materials
e) Consult the teacher/supervisor regularly during the time of analysis and before keyboarding
f) Three copies of the term paper should be submitted for evaluation

Recommended Readings and reading list

The textbooks and reading lists are the same as for 2(1).

Translation: Theory and Practice

Lg.509-3 **Paper: IX**

This paper consists of two courses: (1) Translation Studies and (2) Practical Translation. The students are required to pass in both of the courses independently.

(1) Translation Studies

Full Marks: 50

Course Description

This course attempts to introduce translation studies as a subject of study to enable the students to apply their knowledge of linguistics in translation. The subject demands basic knowledge of linguistic structure, knowledge of the current trends and techniques of translation, and necessary practice.

Course Objectives:

On completion of this course, the students will be able to:

- understand the theory and methodology of translation
- evaluate the merits of translation done by others,
- accomplish the tasks of translation from English to Nepali and to their mother tongues

Course Contents:

Units		Teach. Hrs.
I	**Introduction to Translation**	10
	1.1. Definition of translation - linguistic and literary points of view,	
	1.2. Translation studies - its name and nature	
	1.3. A short history of translation studies	
	1.4 Types of translation – literary;, scientific and technical, intralingual, interlingual and semiotic	
	1.5 The machine translation(MT)	
	1.6 Translating and interpreting - similarities and differences	
	1.7. Importance and need for translation	
II	**Some Procedures and Issues in Translation**	30
	2.1 Translation - art or science, knowledge or skill	
	2.2 Subjectivity vs objectivity in translation	
	2.3 Translation techniques - literal vs. free translation, content oriented vs. form oriented translation	
	2.4 Concept of equivalence in translation	
	2.4.1 communicative vs semantic equivalence	
	2.4.2 formal vs dynamic equivalence	
	2.4.3 Concept of communicative equivalence	
	2.5. Gaps in translation – linguistic, cultural and extra linguistic	
	2.6. Compensating gaps in translating	
	2.7. Translatability vs untranslatability	

2.8. Semantic dimension of translation - semantic fields and lexical
2.9. Loss and gain in translation
2.10. Some practical problems in translation
2.10.1.Transcription and transliteration
2.10.2.Translating proper nouns
2.10.3.Translating idioms and proverbs
2.10.4. Translating metaphors
2.11. Term planning and translation
2.12. Terminology standardization
2.13. The problem of meaning in translation
2.14. Translation and technical terms
2.15. Evaluation in translation

III Theoretical aspects of translation **20**

3.1 Current trends in translation – translation after deconstruction
3.2 Problems of translation
3.3 Intralingual, interlingual and intersemiotic translation
3.4 Modes of translation: written translation and oral interpretations - spontaneous and consecutive, differences between translating and interpreting
3.5 Translation: Typology and Universals
3.6.Use of the dictionaries : bilingual dictionaries, dictionary of synonyms, glossary of technical terms and electronic dictionaries
3.7. Multiple translation
3.8. Translating literary works
3.9. Translating technical writings

IV Reviews and Evaluations **15**

4.1. A review of unidirectional and bidirectional translation from Nepali to English and vice versa
4.2. Evaluation of some works of eminent translators of fiction, drama, poetry, children's literature and technical writing from English into Nepalese languages and vice versa and their techniques of translating
4.3. Review of multiple translation in Nepali
4.4. Status of technical terminology and review of scientific and technical translation in Nepali

Recommended Readings

1. Catford, J.C. (1965) ***A Linguistic Theory of Translation***. Oxford: OUP
2. Gentzler, Edwin (1993) ***Contemporary Translation Theories***, New York: Routledge
3. Mukherjee, Sujit (.....) ***Translation as Discovery***. Orient Longman, India
4. Newmark,Peter. (1988) ***A Textbook of Translation***. New York: Prentice Hall.
5. Nida, E. A. (1964) ***Toward a Science of Translating***. Leiden: E.J. Brill.

6. Wilss, Wolfram (1982) ***The Science of Translation: Problems and Methods***, Tubingen: Gunter Narr Verlag.

Reading list

1. Belitt, Ben (1978) ***Adam's Dream: A Preface to Translation***. New York: Grove Press Inc.
2. Hermans, Theo. ed. (1985) ***The Manipulation of Literature***. London: Croom Helm Limited.
3. Lefevere, Andre ed. (1975) ***Translating Poetry***: Seven Strategies and a Blue- print. The Netherlands : Van Gorcum.
4. Newmark, Peter (1981) ***Approaches to Translation***. Oxford: Pergamon Press.
5. Raffel, Brurton (1971) ***Approaches to Translation***: Oxford: Pergamon Press.
6. Savory, Theodre (1957) ***The Art of Translation Studies: An Integrated Approach***, Amsterdam: John Benjamins Publishing Company.
7. Steiner, George (1975) ***After Babel: Aspect of Language and Translation***, London: OUP
8. Toury, Gideon ed. (1987) ***Translation Across Cultures***. New Delhi: Bahari Publications.
9. Venuti, Larence ed. (1992) ***Rethinking Translation***. London: Routledge.

(2) Practical Translation

Full Marks: 50
Teach Hrs: 75

Course Description

This course is intended to enable the students to apply their knowledge of linguistics and translation studies to do the practical work of translation. The practical works will be assigned by the teacher/supervisor and as the lectures progress additional reading assignments will also be given to meet individual needs. Students will be encouraged to do translations from English to Nepalese languages and vice versa.

Course Objectives:

Upon completion of the course the students will be able to:

- know the application of the theory and methodology of translation
- do translation works independently, and
- evaluate and edit the translation works of other scholars

Course Contents:

Units		Teach. Hrs.
I	The procedure for practical translation will be as follows: a) Teacher should select materials for exercises for practical translation b) Problems of practical translations should be discussed in groups and sometimes presented in seminars c) Important works of English, other international languages and various Nepalese languages should be selected for the individual translation projects of the students for evaluation. d) Translation of general, technical, scientific and literary works should be given and finally, e) The report of the translation project should be submitted as a term paper for evaluation.	

Recommended Readings and Reading List

Same as given for 3(1). The teacher should suggest more reading materials to meet individual needs for the project works.

Language Teaching

Lg.509-4 **Paper: IX**

This paper combines two courses: (1) Language Teaching: (Theories and Methodologies) and (2) Language Teaching Practices.

(1) Theories and Methodologies

Full Marks: 50
Teach Hrs: 75

Course Description

This course is designed to make the students familiar with the theory and methodology of language teaching and enable them to use the knowledge of linguistics in language teaching. The first two units deal with fundamental concepts of language teaching and approaches, methods, techniques, and practices, and support materials. The third unit makes a survey of language teaching in Nepal and evaluates the methodologies, practices and materials used in language teaching research in Nepal.

Course Objectives:

On completion of this course, the students will be able to:

- acquaint themselves with the theories and principles of language learning and teaching
- use different methods and techniques in teaching different aspects of language and skills,
- design and analyze language curricula and textbooks
- do contrastive analyses of the target languages and first language
- analyze errors committed by the language learner
- construct and use teaching materials
- plan language lessons and design different types of lesson plans

Course Contents:

Units		Teach. Hrs.
I	**Fundamental Concepts in Language Learning and Teaching**	15
	1.1. Language learning theories: linguistic and psychological bases	
	1.1.1. Behaviorism	
	1.1.2. Cognitivism	
	1.2. First language, Second language and Foreign language teaching	
	1.3. Problems in Foreign language teaching and learning	
	1.4. Aspects of language teaching	
	1.4.1. Teaching of pronunciation	
	1.4.2. Teaching of vocabulary	
	1.4.3. Teaching of grammar	
	1.4.4 Situations, notions and language functions	
II	**Approaches, methods and techniques**	20

2.1 .Survey of teaching methods: Grammar and Translation method, Audio-lingual method, Communicative method

2.2. Classroom techniques: Elicitation, demonstration, role-play, drills, projects, group work

2.3. Teaching of Language skills: Listening and Speaking, Reading and Writing

2.3 Learner training: personal assessment, learning strategies, language awareness

III Support Materials and Evaluation **40**

3.1. Language Curriculum: Types, principles and approaches in curriculum development

3.2. Textbooks: traditional versus communicative textbooks, elements of textbooks, and criteria for textbook analysis

3.3. Contrastive analysis: Theory/ assumptions, advantages and limitations of contrastive analysis

3.4. Error analysis:

3.4.1. Definitions: slips, lapses, mistakes and errors,

3.4.2. Stages of error analysis: collection, identification, description, explanation, evaluation, remediation, correction

3.5. Language testing

3.5.1. Definition and classification,

3.5.2. Designing tests for different skills

3.5.3. Scoring

3.5.4. Evaluation of tests

3.6. Teaching Materials and Lesson Plans

3.6.1. Development of teaching materials for different skills

3.6.2. Audio-visual and supplementary materials

3.6.3. Planning language lessons

3.6.4. Preparations of work plan, unit plan and lesson plan

Recommended Readings

1. Abbots, G. and Peter Wingard (1990) ***The Teaching of English as an International language,*** London:Collins ELT.
2. Allen, V.F. and Vallette (1970) ***Classroom Techniques***, New York: Harcourt Brace Javanovich Inc.
3. Brown , C. and G. Yule (1983) ***Teaching the Spoken English,*** Cambridge:Cambridge University Press.
4. Bryne, D. (1991)***Teaching Writing Skills***, London: Longman.
5. Cross, D.A. (1992) ***Practical Handbook for Language Teachers***, Prentice Hall.
6. Doff, A. (1992) ***Teach English, Cambridge:***Cambridge University Ross
7. Dubin, F. and E. Olshtain (1991) ***Course Design,*** Cambridge: Cambridge University Press.
8. Edge, J. (1993) ***Mistakes and Corrections***, London: Longman
9. El- Araby, S.A. (1974) ***Audio Visual Aids for Teaching English***, Longman

10. Harrison, A.A. (1991) ***Language Testing Handbook***, London: ELTS
11. Harmer, J. (1991) ***The Practice of English Language Teaching***, London:Longman
12. ---------- (1992) ***Teaching and Learning Grammar***, London: Longman
13. Heaton, J.B. (1991) ***Writing English language tests***, London: Longman,
14. Lee, W.R. (1987) ***Language Teaching Games and Contests,*** London: Longman.
15. Norrish, J.(1978) ***Language Learners and their Errors***, London: ELTS
16. Underwood, M. (1989) ***Teaching Listening,*** London: Longman.
17. Write , A.(1990) ***Visual Materials for Language Teachers***, London: Longman.

Reading List

1. Allen J.P. and S.P. Corder , eds. (1978) ***Edinburgh Course in Applied Linguistics***, Vol.3, Edinburgh: University of Edinburgh Press
2. Cross, D. (1992) ***A Practical Handbook of Language Teaching***, New York: Prentice Hall
3. Rivers,W.M. (1966) ***Teaching Foreign Language Skills,*** University of Chicago Press.

(2) Language Teaching Practices

Full Marks: 50
Teach Hrs: 75

Course Description

This course is designed to enable the students to apply their knowledge of linguistics and the theories and methodologies of language teaching. As the teaching of the Course No. 557 progresses the teacher will assign exercises and practical works to each individual student. Finally the student will have to write a term paper on one of the aspects of language teaching .

Course Objectives:

On completion of this course, the students will be able to:

- understand the principles and practices of language teaching
- accomplish CA and EA works independently,
- construct teaching materials and lesson plans
- evaluate and carry out language teaching activities.

Course Contents:

Units		Teach. Hrs.
I	The students are required to follow these steps: a. As the teaching of the Course No. 557 progresses the student will be acquainted with various practical aspects of language teaching b. Consult the teacher for the topic of the writing project c. Write a brief proposal and get permission from the Department d. Work under the supervision of the teacher e. Complete the project f. Write, polish and finalize the term paper	

Recommended Readings and Reading List

Same as for 4(1). Additional reading list will be provided by the teacher to meet individual needs.

Literacy: Theory and Practice

Lg.509-5 **Paper: IX**

This paper consists of two courses : (1) Literacy (Theory and Methodology) and (2) Practical Literacy.

(1) Literacy: Theory and Methodology

Full Marks: 50
Teach Hrs: 75

Course Description

This course is designed to enable the students to apply their knowledge of linguistics to assist local communities to plan, implement and evaluate literacy programs in the languages of Nepal. Such programs will include assessment of needs to determine relevant interventions, development of needed materials, and training of local personnel to assume responsibility and carry out the project themselves

Course Objectives:

On completion of this course, the students will be able to:

- understand the power of language created after it is written
- explain the importance of literacy for individual ,society and development
- develop mother tongue-based and development-based literacy programs
- devise writing systems for unwritten languages
- standardize existing writing systems
- prepare primers and reading materials for beginners and neoliterates

Course Contents:

Units		Teach. Hrs.
I	**Foundations**	25

1.1. Definition of literacy - global and national, functional literacy and levels of language

1.2. Concerns for literacy - global and national, UNESCO report on vernacular education, national literacy strategies, needs for literacy.

1.3. Mother tongue and literacy acquisition, literacy and child/adult education.

1.4. Literacy and metalinguistic awareness

1.5. Models of literacy

1.6. Andragogy (adult non-formal education) versus pedagogy (child-formal education)

1.7. Current literacy rates of the developing countries

1.8. Some case studies of literacy programmes - Bangladesh, India and Nepal

1.9. Planning for literacy – local motivation, literacy rates, local felt needs, availability of materials and resources, setting

goals and evaluating the progress

1.10. Training for literacy programmes-training of teachers, supervisors, writers and editors etc

1.11. Literacy and multilingualism, literacy and language, oral and written discourse

II Reading, Writing, Material Development and Production **25**

2.1. Reading

2.1.1. Survey of current reading theories and approaches

2.2. Writing

2.1.2. Choosing the right scripts -issues in making appropriate choices

2.1.3. Developing orthography - linguistic considerations

2.1.4. Developing an acceptable orthography-sociolinguistic considerations

2.2. Developing Literature

2.2.1. The target audience - child, adult etc.

2.2.2. Development of materials-literacy and post literacy materials

2.2.4. Collecting and use of indigenous literature, folktales, poems, proverbs, riddles and songs etc.

2.2.5. Creative writing - promoting learner generated materials and developing literates into writers.

III Producing materials **10**

3.3.1. Producing learning materials from local sources

3.3.2. Preparing teacher's guides to facilitate the use of materials

3.3.3. Illustrating the reading materials and other visual considerations

3.3.4. Editing and preparing the manuscripts

3.3.5. Reproducing the materials-considering the options for the use of wider community - books, newsletters, wall-newspapers, posters etc.

IV Survey and Evaluation **15**

4.3.7. Current trends in literacy research

4.3.8. A brief survey of literacy programmes, activities and literacy materials in Nepal

4.3.9. Evaluation of newly devised writing systems for the languages of Nepal

4.3.10. Evaluation of reading materials for children's and adult literacy in Nepali and other languages of Nepal.

Recommended Readings

1. Baucom, K.L. (1978) ***ABCs of Literacy: Lessons from Linguistics***. Iran: International Institute of Adult Literacy.
2. Bhola, H.S. (1994) ***A source Book for Literacy Work: Perspective From the Grassroots***. London: Jessica Kingsley / UNESCO Publishing.
3. Lee, E.W. (1982) ***Literacy Primer: The Gudchinsky Method.*** Dallas: Summer Institute of Linguistics.

Reading List

1. Bailey, R.W. and R.M. Fosheim (1983) ***Literacy for Life: The Demand for Reading and Writing***. New York: Modern Language Association.
2. Freire, Paulo (1973) ***Education for Critical Consciousness***. New York: Seabury Press.
3. Gustafsson, Uwe (1991) ***Can Literacy Lead to Development***, Dallas: Summer Institute of Linguistics.
4. Jennings, James (1990) ***Adult Literacy: Master or Servant ?*** A Case study from Rural Bangladesh. Dhaka: University Press Ltd.
5. Ong, W.J. (1982) ***Orality and Literacy: the Technologizing of the World.*** London: Methuen.
6. Ram, Geeta. (1991) ***Adult Education: Literacy to Liberation***. New Delhi: Anmol Publications.
7. Rao, G. Sambasiva, ed. (1979) ***Problems of Women's Literacy. Manasagangotri***, Mysore: Central Institute of Indian Languages.
8. -------, ed. (1979) ***Literacy Methodology, Manasagangotri***, Mysore; Central Institute of Indian Languages.
9. Wendell, Margaret M. (1982) ***Bootstrap Literature: Preliterate Societies Do It Themselves***. International Reading Association.

(2) Practical Literacy

Full Marks: 50
Teach Hrs: 75

Course Description

This course is designed to enable the students to develop practical skills in literacy by applying their knowledge of linguistics and the literacy theories and methodologies.

Course objectives:

On completion of this course, the students will be able to :

- understand practical aspects of literacy works
- devise or reform new writing systems for literacy purposes
- develop reading materials for literacy
- carry out literacy researches and prepare reports

Course Contents:

Units

I For practical literacy course, the students are required to go over the following steps:

a. As the lectures of the course No. 559 progress students are required to do some practical exercises
b. Consult the teacher to select a specific topic to work in detail
c. Prepare a brief proposal and submit to the Department for approval
d. Get additional reading list on specific individual topics
e. Finalize the analysis
f. Write, polish and prepare the term paper

Reccommended Readings and Reading List

Same as for Course 5(1).

Lexicography and Practical Dictionary Making

Lg.509-6 **Paper: IX**

This paper combines two courses: (1) Lexicography and (2) Dictionary Making to make the students familiar with both the theoretical and practical aspects of lexicography.

(1) Lexicography

Full Marks: 50
Teach Hrs: 75

Course Description
This course is designed to acquaint the students with the art and science of dictionary making. It will enable them to make and evaluate a dictionary and familarize than with the history and current trends in lexicography.

Course Objectives:
On completion of this course, the students will be able to:
- understand the basic principles and practices of lexicography
- be familiar with the current trends of dictionary making
- explain the linguistic aspects of dictionary making
- carry out independently various types of dictionary making projects

Course Contents:

Units		Teach. Hrs.
I	**Theory of Lexicography**	25
	1.1. Lexicology and Lexicography, lexicography and linguistics, lexicon and grammar	
	1.2. Types of dictionaries: criteria for classification, encyclopedic and linguistic dictionaries, historical and etymological dictionaries, special dictionaries, general dictionaries, learner's dictionaries, translator's dictionaries	
	1.3. Form and meaning-polysemy, homonymy, synonymy, antonymy, hyponymy and componential analysis.	
	1.4. History of lexicography: Sanskrit, English and Nepali	
	1.5. Current trends in lexicography Corpus development, Computing and Compilation	
II	**The Procedure of Dictionary Making**	25
	2.1 Planning, preparation, data collection and selection of entries	
	2.2. Developing a text corpus	
	2.3. Contents of a dictionary entry: headwords and derivatives, spelling, pronunciation, grammatical information, meaning, description and definition, illustrations, glosses, cross references, etymology, usage, labels and registers	
	2.4. Arrangement of entries and types of arrangement-semantic	

or ideological arrangement and other arrangements, arrangement of homonymy, arrangement of the meaning of polysemous words, branching versus nesting, subentries, run-on words

2.5. Notation and format of the dictionaries

III Survey and Evaluation of Dictionary Making **25**

3.1. Historical Survey of dictionary making

3.1.1. Sanskrit Tradition

3.1.2. English

3.1.3. Dictionary Making in the Nepalese languages

3.2. Evaluation of Turner's Nepali Dictionary, bilingual dictionaries, Learner's dictionaries and monolingual dictionaries

Recommended Readings

1. Newell, Leonard (1995) ***Manual on Lexicography***. Manila: Linguistic Society of the Philippines.
2. Sinclair, J.M., ed. (1987) ***Looking up: An Account of the Cobuild Project***. London: Collins ELT.
3. Singh, Ram Adhar (1982) ***An Introduction to Lexicography***. Mysore: CIIL.

Reading List

1. Akhmanova, O. (1972) Lexicology: Theory and Method. Moscow State University.
2. Doroszewski, Witold. (1973) Elements of Lexicology and Semiotics. The Hague: Mouton.
3. Fred, W. Householder and Sol Saporta, eds. (1967) ***Problems in Lexicography***. Bloomington: Indiana University Press.
4. Ghatage, A.M. (1973) ***Traditional Lexicons and Sanskrit Historical Dictonary:Studies in Historical Sanskrit Lexicography***. Poona: Deccan College.
5. Ginzuburg, R.S. and others (1979) ***A Course in Modern English Lexicography***. Moscow: Vysaja Skola.
6. Katre, S.M. (1965) ***Lexicography.*** Annamalainagar: Annamalai University.
7. Misra, B.G. (1980) ***Lexicography in India***. Mysore: CIIL.
8. Yadava, Y.P. and T.R. Kansakar, eds. (1997) ***Lexicography in Nepal***, Kathmandu: Royal Nepal Academy.
9. Zgusta, L. (1971) ***Manual of Lexicography***. The Hague: Mouton.

(2) Practical Dictionary Making

Full Marks: 50
Teach Hrs: 75

Course Description
This course is designed to enable the students to apply the knowledge of lexicography in various types of dictionary-\making. Exercises will be assigned by the teacher and additional assignments of reading will be given.

Course Objectives:
On completion of this course, the students will be able to:
- understand the principles and methodologies of dictionary making
- evaluate the dictionaries compiled by others
- compile various types of dictionaries

Course Contents:

Units		Teach. Hrs.
I	For practical dictionarymaking projects the students should go over the following steps: (a) Consult the teacher to select type of the dictionary and the language (b) Review the relevant works already done (c) Prepare a project proposal for dictionary making and get it approved by the Department (d) Compile a dictionary of about 800-1200 entries (40-60 pages) and submit for the evaluation.	

Recommended Readings and Reading List
Same as recommended for 6(1). Teachers should suggest additional reading to meet individual needs

Topics in Applied Linguistic

Lg.509-7 **Paper: IX**

Workshop/Term pap.50+50

This is a seminar workshop course to be developed in specific areas of Applied Linguistics

Thesis

Lg.510 **Paper: X**
Full Marks: 100

Course Description

This course of Thesis writing is compulsory for every student of linguistics and is to be completed and submitted within 3 months of the publication of the result of the second year examination.

Course Objectives:

On completion of this course, the students will be able to:

- understand the basics of research skills
- apply the research skills gained and
- carry out research and report writing works independently.

Course Contents:

Units

I All the students should follow the following steps in Thesis writing:

(a) Select a research topic and get advice from the teacher concerned. The topic of the thesis should not be the same as the one already done by the student elsewhere at the Bachelor's or Master's level. Students should not select the same topic for thesis and for term paper as a partial fulfillment of the applied linguistics course

(b) Write a research proposal and submit it to the head of the Central Department of Linguistics for approval

(c) Make a detailed plan of study, data collection, writing and follow them strictly

(d) Regularly report to the supervisor about the progress of research

(e) Discuss basic problems, hypotheses, issues, theories and methodologies and designs before writing the whole or part of the thesis

(f) Carefully follow the format suggested by the Central Department of Linguistics for word processing the thesis, and.

(g) Submit 5 copies of Thesis for evaluation.

Evaluation

The thesis will be evaluated by the internal and the external examiners. There will be a viva voce examination. The distribution of marks will be as follows:

1. Research proposal	10%
2. Thesis examination by the internal examiner	30%
3. Thesis examination by the external examiner	30%
4. Oral examination by the internal examiner	10%
5. Oral examination by the external examiner	10%
6. Oral examination by the Head/member of the thesis Committee	10%
Total:	100

CDC - T.U./022/2056 (99) - M.A.