Department of Linguistics
University of Kashmir, Srinagar – 190006
NAAC Accredited Grade A^{++}

Syllabi for Five Year Integrated Masters Programme in Linguistics and English Language Teaching
(FYIMPLE)

SEMESTER I			
Course Code	**Course Type**	**Course Title**	**Course Credits**
ILNGMJLL0126	Major	Introduction to Language and Linguistics	04
ILNGMNSS0126	Minor	Introduction to Sounds of Speech	04
ILNGSESS0126	Skill Enhancement Course SEC	Introduction to Soft-Skills - I	02
***Note: MDC (3 Credits), AEC (3 Credits) & VAC (2+2 Credits, i.e., 2 courses each with 2 credits) shall be offered by the other University Departments/Institutions towards a centrally created pool by NEP Cell.**			
Total Credits: 20			

SEMESTER II			
Course Code	**Course Type**	**Course Title**	**Course Credits**
ILNGMJLT0226	Major	Introduction to Language Teaching	04
ILNGMNBG0226	Minor	Basics of Grammar	04
ILNGSESS0226	Skill Enhancement Course SEC	Introduction to Soft-Skills - II	02
***Note: MDC (3 Credits), AEC (3 Credits) & VAC (2+2 Credits, i.e., 2 courses each with 2 credits) shall be offered by the other University Departments/Institutions towards a centrally created pool by NEP Cell.**			
Total Credits: 20			

SEMESTER III			
Course Code	**Course Type**	**Course Title**	**Course Credits**
ILNGMJWS0326	Major	Word Structure	04
ILNGMJPP0326	Major	Introduction to Phonetics and Phonology	04
ILNGMNAL0326	Minor	Introduction to Applied Linguistics	04
ILNGSESS0326	Skill Enhancement Course SEC	Introduction to Soft-Skills - III	02
***Note: MDC (3 Credits) & AEC (3 Credits) shall be offered by the other University Departments/Institutions towards a centrally created pool by NEP Cell)**			
Total Credits: 20			

Syllabi for Five Year Integrated Masters Programme in Linguistics and English Language Teaching
(FYIMPLE)

SEMESTER IV			
Course Code	**Course Type**	**Course Title**	**Course Credits**
ILNGMJIS0426	Major	Introduction to Syntax	04
ILNGMJET0426	Major	Teaching of English Phonetics and Phonology	04
ILNGMJLM0426	Major	Language and Meaning	04
ILNGMJLS0426	Major	Language and Society	04
ILNGMNFE0426	Minor	Functional English - I	04
Total Credits: 20			

SEMESTER V			
Course Code	**Course Type**	**Course Title**	**Course Credits**
ILNGMJSI0526	Major	Linguistic Scenario of India	04
ILNGMJGE0526	Major	Global Englishes	04
ILNGMJET0526	Major	Teaching of English Morphology and Syntax	04
ILNGMJIS0526	Major	Internship	04
ILNGMNES0526	Minor	English Speaking Skills	04
Total Credits: 20			

The department of Linguistics in the University of Kashmir offers Five Years Integrated Masters Programme in Linguistics and English Language Teaching (FYIMPLE). The FYIMPLE course is designed in such a way that all the major theoretical, applied, interdisciplinary and practical areas of the discipline are given proper coverage. The Programme Learning Outcomes are enlisted below:

PROGRAMME LEARNING OUTCOMES (PLOs):

PLO1 (Knowledge and Understanding): After completing the Five Years Integrated Masters Programme in Linguistics and English Language Teaching (FYIMPLE), the students will develop a holistic understanding about the nature and function of human language. Students will be able to analyze, comprehend and evaluate the evolution of languages, the formal and functional aspects of human languages. Students will get a comprehensive idea about the relationship between language and culture, language and society and language and psychology. The focal areas include fields like ELT, Communication Skills, Natural Language Processing and Machine Translation. The semantic aspects, Semiotics of Language and all other fields including philosophy, logic, computer science, Artificial intelligence figure in many courses of this programme. Students will get deep insights about many related disciplines of Linguistics in terms of social, political, historical, national, cultural and literary contexts.

PLO2 (Critical thinking): Students will get familiar with theoretical, applied, interdisciplinary and practical areas of the linguistics discipline.

PLO3 (Application of Knowledge): Students will achieve proficiency in describing and analyzing a language at various levels using different frameworks. Students will be able to apply their understanding of the various types of linguistic abilities in the interpretation and appreciation in various social contexts.

PLO4 (Skill Development): Students will develop a skill set that is highly valued by employers, including critical thinking skills and strong communications kills which make them employable in a wide range of professions such as teaching, publishing, script writing, translations, journalism, media productions, documenting, reporting, producing documentaries, and projects on computational linguistics, machine translation and Artificial intelligence.

PLO5 (Life-Long Learning): Students can opt for higher education and pursue research degrees like Ph.D. and PDF at national and international level. Students will have a choice to select from a wide variety of career options such as teaching at high and higher levels of schooling, publishing, Computation, script writing, translations, journalism, media-productions, documenting, reporting, producing documentaries, Speech Analysis, clinical linguists and MT and AI domains.

PLO6 (Communication): Students will develop communication skills and will be able to utilize these for a wide variety of career opportunities. Moreover, students will be able to think and write creative literature and other writing types and can critically carry out the stylistic analysis of both literary and non-literary texts.

PLO7 (Ethics): Students will develop respect for linguistic diversity by understanding and appreciating the value of diverse languages and dialects. Moreover, students will develop the sense of language rights by advocating for individuals' and communities' rights to their language and linguistic identities.

PLO8 (Digital Literacy): Students will develop familiarity with online language resources, such as corpora, dictionaries, understand the application of NLP, machine learning, etc.

PLO9 (Research Aptitude): Students will get first hand training at the field and will acquaint themselves with field methodology.

PLO10 (Environmental Awareness): Students will understand the role of language in promoting environmental awareness, preserving ecological knowledge, and supporting sustainable communication practices.

Prof. Musavir Ahmed
Head of the Department
Dated: 20-04-2026

SEMESTER I	
Paper: Introduction to Language and Linguistics	**Credits: 04**
Code: ILNGMJLL0126	**Course Type: Major**

COURSE LEARNING OUTCOMES: By the end of this course, students will be able to:

- Explain the nature of language as a system of communication, including differences between human and animal communication, and key design features of language.
- Understand and interpret major linguistic theories and dichotomies proposed by thinkers like Ferdinand de Saussure and Noam Chomsky.
- Identify and describe the core branches of linguistics, including phonetics, phonology, morphology, syntax, and semantics.
- Recognize the interdisciplinary and applied aspects of linguistics, such as sociolinguistics, psycholinguistics, translation, and language teaching.

UNIT I

- Language as a System of Communication
- Human vs. Non-Human Language
- Features of Animal Communication
- Speech vs. Writing
- Design Features by Charles Hockett

UNIT II

- Saussure's Dichotomies: Langue & Parole, Signifier & Signified, Syntagmatic & Paradigmatic Relations, Synchronic & Diachronic Analysis

UNIT III

- Definition and Conceptual Understanding of Linguistics
- History of Linguistics
- Branches of Linguistics (Core aspect): Phonology, Phonetics, Morphology, Syntax, Semantics

UNIT IV

- Introduction to Sociolinguistics
- Introduction to Psycholinguistics
- Introduction to Historical Linguistics
- Introduction to Applied Linguistics

PRESCRIBED READINGS

1. Bloomfield, Leonard. *Language*. University of Chicago Press, 1933.
2. Falk, Julia S. *Linguistics and Language: A Survey of Basic Concepts and Implications*.

2nd ed., Wiley-Blackwell, 2014.
3. Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to Language*. 11th ed., Cengage Learning, 2017.
4. Lyons, John. *Introduction to Theoretical Linguistics*. Cambridge University Press, 1968.
5. Lyons, John. *Language and Linguistics: An Introduction*. Cambridge University Press, 1981.
6. Yule, George. *The Study of Language*. 6th ed., Cambridge University Press, 2016.

FURTHER READINGS

1. Adger, David. *Language Unlimited*. Oxford University Press, 2019.
2. Crystal, David. *A Dictionary of Linguistics and Phonetics*. 6th ed., Wiley-Blackwell, 2008.
3. Crystal, David. *The Cambridge Encyclopedia of Language*. 3rd ed., Cambridge University Press, 2010.
4. Haspelmath, Martin, and Andrea D. Sims. *Understanding Morphology*. 2nd ed., Routledge, 2010.
5. Matthews, P. H. *The Concise Oxford Dictionary of Linguistics*. 3rd ed., Oxford University Press, 2014.
6. Meyerhoff, Miriam. *Introducing Sociolinguistics*. 2nd ed., Routledge, 2011.
7. Pinker, Steven. *The Language Instinct*. William Morrow, 1994.

	CLO-PLO Matrix for the Course (ILNGMJLL0126 : Introduction to Language and Language)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	3	2	2	2	2	1	3	2	**2.3**
2	3	3	3	2	2	3	2	2	3	2	**2.5**
3	3	3	3	3	3	2	3	3	3	2	**2.8**
4	3	3	3	2	2	2	2	3	3	2	**2.5**
Average (PLO)	**3**	**3**	**3**	**2.25**	**2.25**	**2.25**	**2.25**	**2.25**	**3**	**2**	**2.525**

Paper: Introduction to Sounds of Speech	**Credits: 04**
Code: ILNGMNSS0126	**Course Type: Minor**

COURSE LEARNING OUTCOMES: By the end of this course, students will be able to:

- Explain the speech production process, including the structure and functioning of the organs of speech.
- Identify and classify consonant sounds based on place and manner of articulation.
- Recognize and categorize vowel sounds according to their types and articulatory features.
- Demonstrate accurate pronunciation of consonant and vowel sounds in spoken English through practice and application.

UNIT I

- Organs of Speech
- Processes of Speech Production

UNIT II

- Introduction to Consonants
- Voiced and Voiceless Consonants
- Place of Articulation (Bilabial, Labiodental, Dental, Alveolar, Palatal, Velar, Glottal, etc.)
- Manner of Articulation (Stops, Fricatives, Affricates, Nasals, Glides, Liquids, etc.)

UNIT III

- Introduction to Vowels
- Classification of Vowels: Tongue position. Tongue height and lip rounding
- Types of Vowels: Monopthongs & Dipthongs

UNIT IV

- Introduction to transcription
- Prosody

PRESCRIBED READINGS

1. Ashby, Michael, and John Maidment. *Introducing Phonetic Science*. Cambridge University Press, 2005.
2. Carr, Philip. *English Phonetics and Phonology: An Introduction*. 2nd ed., Wiley-Blackwell, 2013.
3. Collins, Beverley, and Inger M. Mees. *Practical Phonetics and Phonology*. 3rd ed., Routledge, 2013.
4. Cruttenden, Alan. *Gimson's Pronunciation of English*. 8th ed., Routledge, 2014.

5. Davenport, Mike, and S. J. Hannahs. *Introducing Phonetics and Phonology*. 3rd ed., Routledge, 2013.
6. Ladefoged, Peter, and Keith Johnson. *A Course in Phonetics*. 7th ed., Cengage Learning, 2014.
7. Ogden, Richard. *An Introduction to English Phonetics*. Edinburgh University Press, 2009.
8. Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge University Press, 2009.

FURTHER READINGS

1. Abercrombie, D.1982. *Elements of General Phonetics.* Edinburgh: Edinburgh University Press.
2. Aitchison, J. 1977. *Linguistics*. London: Teach Yourself Books.
3. Clark, J. and Yallop, C. 1990. *An Introduction to Phonetics and Phonology*. Oxford: Basil Blackwell.
4. Hornsby O, D. 2014. *Linguistics: A Complete Introduction.* London: McGrow Hills.
5. Ladefoged, P. 1994. (3 rded.). *A Course in Phonetics.* New York: Harcourt Brace Jovanovich.
6. Lass, R. 1984. Phonology: *An Introduction to Basic Concepts.* London: Cambridge University Press.
7. Press.
8. Roach, P. 1991. *English Phonetics and Phonology:* Practical Course. Cambridge: Cambridge University
9. Verma, S. K. and Krishnaswamy, N. 1989. *Modern Linguistics: An Introduction.* Delhi: Oxford University Press.

	CLO-PLO Matrix for the Course (ILNGMNSS0126 : Introduction to Sounds of Speech)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	3	3	3	1	1	3	3	2	**2.5**
2	3	3	3	3	2	2	2	3	3	1	**2.5**
3	3	3	3	3	2	2	2	3	3	1	**2.5**
4	3	3	3	3	3	2	2	3	3	2	**2.7**
Average (PLO)	**3**	**3**	**3**	**3**	**2.5**	**1.75**	**1.75**	**3**	**3**	**1.5**	**2.55**

Paper: Introduction to Soft Skills - I	**Credits: 02**
Code: ILNGSESS0126	**Course Type: Skill Enhancement Course**

COURSE LEARNING OUTCOMES: By the end of this course, students will be able to:

- Understand the concept and importance of soft skills, and differentiate between soft skills and hard skills in personal and professional contexts. Moreover, demonstrate effective communication skills, including verbal and non-verbal communication, and identify barriers to communication.
- Apply interpersonal skills such as rapport building, empathy, adaptability, and respect in various social and professional situations and exhibit teamwork and basic leadership qualities, including collaboration, role awareness, and responsibility within a team.

UNIT I

- Introduction to Soft Skills & its Importance
- Soft-skills vs. Hard-skills
- Role of soft skills in personal and professional life
- Communication Skills: Verbal and Non-Verbal Communication
- Barriers to effective Communication

UNIT II

- Interpersonal Skills: Rapport building, Empathy and Respect in Communication, Adaptability and Flexibility
- Teamwork: Concept of Team, Importance of teamwork, Roles and responsibilities in a team

PRESCRIBED READINGS

1. Butterfield, Jeff. *Soft Skills for Everyone*. Cengage Learning, 2010.
2. Dhanavel, S. P. *Soft Skills*. Orient BlackSwan, 2010.
3. Koneru, Aruna. *Professional Communication*. McGraw Hill Education India, 2010.
4. Mishra, Sunita, and C. Muralikrishna. *Communication Skills for Engineers and Scientists*. PHI Learning, 2011.
5. Mitra, Barun K. *Personality Development and Soft Skills*. Oxford University Press, 2011
6. Raman, Meenakshi, and Prakash Singh. *Business Communication*. 2nd ed., Oxford University Press, 2012.
7. Raman, Meenakshi. *Soft Skills: Key to Success in Workplace and Life*. Oxford University Press, 2013.

8. Ramesh, Gopalaswamy, and Mahadevan Ramesh. *The Ace of Soft Skills*. Pearson India, 2010.
9. Rao, M. S. *Soft Skills: Enhancing Employability*. I. K. International Publishing House, 2010.
10. Verma, Shalini. *Developing Soft Skills*. Vikas Publishing House, 2013.

FURTHER READINGS

1. Alex, K. *Soft Skills and Personality Development*. S. Chand, 2012.
2. Balasubramanian, S. *Soft Skills for Interpersonal Communication*. Orient BlackSwan, 2013.
3. Bhardwaj, Kumkum. *Employability Skills*. Pearson India, 2014.
4. Bovee, Courtland L., and John V. Thill. *Business Communication Today*. 13th ed., Pearson, 2015.
5. Ghosh, B. N. *Soft Skills for Engineers and Professionals*. McGraw Hill Education India, 2012.
6. Kumar, Alok. *Professional Communication Skills*. Oxford University Press, 2011.
7. Kumar, Sanjay, and Pushp Lata. *Communication Skills*. 2nd ed., Oxford University Press, 2015.

	CLO-PLO Matrix for the Course (ILNGSESS0126 : Introduction to Soft Skills - I)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	3	3	3	3	3	1	3	3	**2.8**
2	3	3	3	3	3	3	3	1	3	3	**2.8**
Average (PLO)	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**1**	**3**	**3**	**2.8**

SEMESTER II	
Paper: Introduction to Language Teaching	**Credits: 04**
Code: ILNGMJLT0226	**Course Type: Major**

COURSE LEARNING OUTCOMES: By the end of this course, students will be able to:

- Explain the nature and scope of language teaching**,** and distinguish between language teaching and language acquisition.
- Understand and compare different approaches to language teaching, including the role of linguistics and methods of teaching pronunciation and structures.
- Apply effective techniques for teaching grammar and language structures, including the use of structural activities and functional-notional approaches.
- Evaluate and implement communicative language teaching methods**,** and differentiate between traditional and communicative approaches in real classroom contexts.

UNIT I

- Language Teaching: Nature and Scope
- Language Teaching and Linguistics
- Language Teaching and Language Learning

UNIT II

- Traditional approaches to language teaching (Western and Indian tradition)

UNIT III

- Teaching Language as Structures: Teaching Pronunciation, Teaching Vocabulary, Gaps filling, Pattern-Practice and Drills
- Teaching Language as Notions and Functions

UNIT IV

- Teaching Language as Communication
- Communicative Language Teaching Approaches

PRESCRIBED READINGS

1. Brown, H. Douglas. *Principles of Language Learning and Teaching*. 6th ed., Pearson Education, 2014.
2. Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 4th ed., Pearson Education, 2015.
3. Cook, Vivian. *Second Language Learning and Language Teaching*. 5th ed., Routledge, 2016.
4. Harmer, Jeremy, *How to Teach English*. Longman, 2007.

5. Harmer, Jeremy. *The Practice of English Language Teaching*. 4th ed., Longman, 2007.
6. Larsen-Freeman, Diane, and Marti Anderson. *Techniques and Principles in Language Teaching.* 3rd ed., Oxford University Press, 2011.
7. Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching.* 3rd ed., Cambridge University Press, 2014.
8. Scrivener, Jim. *Learning Teaching*. 3rd ed., Macmillan, 2011.
9. Snow, Don, *An Introduction to Language Teaching: A Reader.* Cambridge University Press, 2006.

FURTHER READINGS

1. Azar, Betty Schrampfer, and Stacy A. Hagen. *Understanding and Using English Grammar.* 5th ed., Pearson, 2016.
2. Eastwood, John. *Oxford Practice Grammar.* Oxford University Press, 2002.
3. Huddleston, Rodney, and Geoffrey K. Pullum. *A Student's Introduction to English Grammar.* Cambridge University Press, 2005.
4. Jespersen, O. *A Modern English Grammar on Historical Principles*. Heidelberg: Carl Winter. 1909.
5. Murphy, Raymond. *English Grammar in Use* (5th ed.), Cambridge University Press, 2019.
6. Nunan, David. *Language Teaching Methodology*. Prentice Hall. 1991.
7. Swan, Michael. *Practical English Usage (*4th ed.), Oxford University Press, 2016.
8. Wren, P. C., and H. Martin.High School. *English Grammar and Composition*. Revised by N. D. V. Prasada Rao, S. Chand, 2018.

	CLO-PLO Matrix for the Course (ILNGMJLT0226 : Introduction to Language Teaching)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	3	2	2	2	2	2	3	2	**2.4**
2	3	3	3	2	2	2	2	2	3	2	**2.4**
3	3	3	3	2	2	2	2	2	3	2	**2.4**
4	3	3	3	2	2	2	2	2	3	2	**2.4**
Average (PLO)	**3**	**3**	**3**	**2**	**2**	**2**	**2**	**2**	**3**	**2**	**2.4**

Paper: Basics of Grammar	**Credits: 04**
Code: ILNGMNBG0226	**Course Type: Minor**

COURSE LEARNING OUTCOMES: By the end of this course, students will be able to:

- Explain the nature and importance of grammar, differentiating between prescriptive and descriptive grammar, and understanding key linguistic concepts like Ferdinand de Saussure's langue & parole and Noam Chomsky's competence vs. performance.
- Identify and use parts of speech effectively, with a focus on nouns, noun phrases, and their types, including number, gender, and case.
- Recognize and apply verb forms and structures, understanding types of verbs, verb phrases, and grammatical categories like tense, mood, and aspect.
- Construct and analyze sentences, differentiating between simple, compound, and complex sentences, and applying sentence-building practices accurately.

UNIT I

- Introduction to Grammar: Definition & Importance
- Prescriptive and Descriptive Grammar
- Langue and Parole
- Competence and Performance

UNIT II

- Parts of Speech: Overview
- Noun & Noun Phrases
- Verb & Verb Phrases
- Adjective & Adjectival Phrases
- Adverb & Adverbial Phrases
- Conjunction
- Interjection
- Preposition

UNIT III

- Types of Nouns & declensions
- Types of Verbs & conjugation
- Types of Adjectives
- Types of Adverbs

UNIT IV

- Sentence and its types
- Sentence structure

PRESCRIBED READINGS

1. Azar, Betty Schrampfer, and Stacy A. Hagen. *Understanding and Using English Grammar*. 5th ed., Pearson, 2016.
2. Huddleston, Rodney, and Geoffrey K. Pullum. *A Student's Introduction to English Grammar*. Cambridge University Press, 2005.
3. Murphy, Raymond. *English Grammar in Use*. (5th ed.), Cambridge University Press, 2019.
4. Murphy, Raymond. *Essential English Grammar,* Cambridge University Press, 2015. Eastwood, John, Oxford Practice Grammar Oxford University Press, 2002.
5. Swan, Michael. *Practical English Usage*. (4th ed.), Oxford University Press, 2016.
6. Wren, P. C., and H. Martin. *High School English Grammar and Composition*. S. chand & company Ltd, 2018.

FURTHER READINGS

1. Aarts, B. *Oxford Modern English Grammar.* Oxford University Press.2011
2. Azar, B. S., & Hagen, S. A. *Understanding and Using English Grammar* (5th ed.). Pearson EducationMurphy, R. (2019).
3. Huddleston, R., & Pullum, G. K. *A Student's Introduction to English Grammar* (2nd ed.). Cambridge University Press. 2021
4. Murphy, R. *English Grammar in Use: A Self-study Reference and Practice Book for Intermediate Learners of English* (5th ed.). Cambridge University Press, 2019
5. Strunk, W., Jr., & White, E. B. *The Elements of Style* (4th ed.). Allyn & Bacon.1999
6. Swan, M. (2016). *Practical English Usage* (4th ed.). Oxford University Press. 2016

	CLO-PLO Matrix for the Course (ILNGMNBG0226 : Basics of Grammar)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	2	2	2	2	2	1	2	1	**2**
2	3	3	2	2	2	2	2	1	2	1	**2**
3	3	3	2	2	2	2	2	1	2	1	**2**
4	3	3	3	2	2	2	2	1	2	1	**2.1**
Average (PLO)	**3**	**3**	**2.25**	**2**	**2**	**2**	**2**	**1**	**2**	**1**	**2.025**

Paper: Introduction to Soft Skills – II	Credits: 02
Code: ILNGSESS0226	Course Type: Skill Enhancement Course

COURSE LEARNING OUTCOMES: By the end of this course, students will be able to:

- Apply effective decision-making and problem-solving techniques in personal and professional contexts and demonstrate time management skills, including prioritization, planning, and scheduling to optimize productivity.
- Develop and deliver structured presentations, demonstrating confidence, clarity, and audience engagement and prepare for and perform effectively in interviews, using appropriate communication strategies and professional etiquette.

UNIT I

- Decision-making and problem-solving skills
- Time management techniques (prioritizing, planning and execution of plans)

UNIT II

- Presentation and Interview Skills: Basics of public speaking, Structuring and delivering presentations
- Interview Skills

PRESCRIBED READINGS

1. Butterfield, Jeff. *Soft Skills for Everyone*. Cengage Learning, 2010.
2. Dhanavel, S. P. *Soft Skills*. Orient BlackSwan, 2010.
3. Koneru, Aruna. *Professional Communication*. McGraw Hill Education India, 2010.
4. Mishra, Sunita, and C. Muralikrishna. *Communication Skills for Engineers and Scientists*. PHI Learning, 2011.
5. Mitra, Barun K. *Personality Development and Soft Skills*. Oxford University Press, 2011
6. Raman, Meenakshi, and Prakash Singh. *Business Communication*. 2nd ed., Oxford University Press, 2012.
7. Raman, Meenakshi. *Soft Skills: Key to Success in Workplace and Life*. Oxford University Press, 2013.
8. Ramesh, Gopalaswamy, and Mahadevan Ramesh. *The Ace of Soft Skills*. Pearson India, 2010.
9. Rao, M. S. *Soft Skills: Enhancing Employability*. I. K. International Publishing House, 2010.
10. Verma, Shalini. *Developing Soft Skills*. Vikas Publishing House, 2013.

FURTHER READINGS

1. Alex, K. *Soft Skills and Personality Development*. S. Chand, 2012.
2. Balasubramanian, S. *Soft Skills for Interpersonal Communication*. Orient BlackSwan, 2013.
3. Bhardwaj, Kumkum. *Employability Skills*. Pearson India, 2014.
4. Bovee, Courtland L., and John V. Thill. *Business Communication Today*. 13th ed., Pearson, 2015.
5. Ghosh, B. N. *Soft Skills for Engineers and Professionals*. McGraw Hill Education India, 2012.
6. Kumar, Alok. *Professional Communication Skills*. Oxford University Press, 2011.
7. Kumar, Sanjay, and Pushp Lata. *Communication Skills*. 2nd ed., Oxford University Press, 2015.

	CLO-PLO Matrix for the Course (ILNGSESS0226 : Introduction to Soft-Skills - II)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	3	3	3	3	3	2	2	2	**2.7**
2	3	3	3	3	3	3	3	2	2	2	**2.7**
Average (PLO)	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**2**	**2**	**2.7**

SEMESTER III	
Paper: Word Structure	**Credits: 04**
Code: ILNGMJWS0326	**Course Type: Major**

COURSE LEARNING OUTCOMES: By the end of this paper, students should be able to:

- Identify and analyze morphemes in words
- Distinguish between inflectional and derivational processes
- Understand how words are structured across languages
- Apply morphological analysis to linguistic data

UNIT I: Basic Concepts

- Word and word structure
- Morpheme: definition and types, morph, Allomorph
- Free vs. bound morphemes
- Root, stem, base
- Lexeme vs. word-form

UNIT II: Inflection and Derivation

- Inflectional morphology
- Derivational morphology
- Differences between inflection and derivation
- Allomorphs and morphophonemic variation
- Zero morpheme

UNIT III: Word Formation Processes

- Affixation (prefix, suffix, infix)
- Compounding
- Reduplication
- Conversion (zero derivation)
- Blending, clipping, acronyms

UNIT IV: Word Classes and Analysis

- Content words & function words
- Open and closed classes
- Morphological structure of words
- Segmentation and analysis

PRESCRIBED READINGS

1. Bauer, Laurie. *Introducing Morphology*. 2nd ed., Edinburgh University Press, 2003.
2. Bauer, Laurie. *English Word-Formation*. Cambridge University Press, 1983.
3. Haspelmath, Martin, and Andrea D. Sims. *Understanding Morphology*. 2nd ed.,

Routledge, 2010.
4. Katamba, Francis, and John Stonham. *Morphology*. 2nd ed., Palgrave Macmillan, 2006.
5. Plag, Ingo. *Word-Formation in English*. Cambridge University Press, 2003.

FURTHER READINGS

1. Aronoff, Mark. *Word Formation in Generative Grammar*. MIT Press, 1976.
2. Beard, Robert. *Lexeme-Morpheme Base Morphology: A General Theory of Inflection and Word Formation*. State University of New York Press, 1995.
3. Booij, Geert. *Construction Morphology*. Oxford University Press, 2010.
4. Lieber, Rochelle. *Morphological Theory: An Introduction to Word Structure in Generative Grammar*. Cambridge University Press, 2010.

	CLO-PLO Matrix for the Course (ILNGMJWS0326 : Word Structure)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	3	2	3	2	2	3	3	1	**2.5**
2	3	3	3	2	3	2	2	3	3	1	**2.5**
3	3	3	3	2	3	2	2	3	3	1	**2.5**
4	3	3	3	2	3	2	2	3	3	1	**2.5**
Average (PLO)	**3**	**3**	**3**	**2**	**3**	**2**	**2**	**3**	**3**	**1**	**2.5**

Paper: Introduction to Phonetics and Phonology	**Credits: 04**
Code: ILNGMJPP0326	**Course Type: Major**

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

- Understand the basics of speech sound production
- Identify and classify speech sounds
- Use the International Phonetic Alphabet (IPA)
- Understand basic phonological concepts and processes
- Analyze simple phonological patterns

UNIT I: Introduction to Phonetics

- Definition and scope of phonetics
- Branches of phonetics: articulatory, acoustic, auditory
- Airstream mechanisms (pulmonic, glottalic, velaric)

UNIT II: Phonetic Skills

- Introduction to Broad and Narrow transcription
- Introduction to IPA symbols

UNIT III: Introduction to Phonology

- Definition and scope of phonology
- Phoneme, Phone, Allophone
- Minimal pairs
- Phonological rules and patterns
- Syllable structure

UNIT IV: Phonological Processes and Suprasegmentals

- Phonological processes: assimilation, dissimilation, elision, insertion
- Stress, rhythm, tone, intonation, juncture and pauses

PRESCRIBED READINGS

1. Abercrombie, D. *Elements of General Phonetics.* Edinburgh: University Press.1982.
2. Aitchison, J. *Linguistics.* London: Hodder & Stoughton. 1977
3. Akmajian, A. et al. *Linguistics: An Introduction to Language and Communication.* New Delhi: Prentice Hall of India.1996
4. Ball, M. J. and Rahilly, J. *Phonetics: The Science of Speech.* London: Arnold. 1999
5. Clark, J. and Yallop, C. *An Introduction to Phonetics and Phonology*. Oxford: Basil Blackwell.1990
6. Fromkin, V. and Rodman, R. *An Introduction to Language*. New York: Holt Rinehart and Winston. 1978

7. Ladefoged, P. (3rded.). *A Course in Phonetics.* New York: Harcourt Brace Hovanovich.1994
8. Lass, R. Phonology: *An Introduction to Basic Concepts.* London: Cambridge University Press. 1984
9. Roach, P. *English Phonetics and Phonology: Practical Course.* Cambridge: Cambridge University Press.199.
10. Verma, S. K. and Krishnaswamy, N. *Modern Linguistics: An Introduction*. Delhi: Oxford University Press.1989.

FURTHER READINGS

1. Balasubramanian,T. *English Phonetics for Indian Students: A Workbook*. Delhi: Macmillan India Limited. 1998.
2. Carr, P. 1999. *English Phonetics and Phonology: An introduction.* London: Blackwell.
3. Catford, J. C. *Fundamental Problems in Phonetics*. Edinburgh: Edinburgh University Press.1982.
4. Ladefoged, P. *Elements of Acoustic Phonetics.* Edinburgh: Cliver and Boy. 1962
5. Mackay, I. R. (2nd ed.). *Phonetics: The Science of Speech Production*. Boston: Little Brown. 1987.
6. Palmer, F. R. *Prosodic Analysis.* London: Oxford University Press. 1970.

	CLO-PLO Matrix for the Course (ILNGMJPP0326 : Introduction to Phonetics and Phonology)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	2	2	3	2	2	3	3	1	**2.4**
2	3	3	3	3	3	2	2	3	3	1	**2.6**
3	3	3	3	2	3	2	2	3	3	1	**2.5**
4	3	3	3	2	3	2	2	3	3	1	**2.5**
Average (PLO)	**3**	**3**	**2.75**	**2.25**	**3**	**2**	**2**	**3**	**3**	**1**	**2.5**

Paper: Introduction to Applied Linguistics	**Credits: 04**
Code: ILNGMNAL0326	**Course Type: Minor**

COURSE LEARNING OUTCOMES: By the end of this course, students will be able to:

- Explain the meaning, scope, and significance of applied linguistics, distinguishing it from theoretical linguistics and understanding its relevance in daily life.
- Understand language teaching principles, including first vs. second language learning, teaching methods, and the roles of teacher and learner in the classroom.
- Describe basic concepts of language processing and disorders, recognizing how language interacts with cognitive functions and identifying common language-related challenges.
- Analyze applied areas of linguistics, including language technology, translation, lexicography, and the role of language in society.

UNIT I

- Meaning and Scope of Applied Linguistics
- Difference between theoretical and applied linguistics
- Importance of applied linguistics in daily life

UNIT II

- Translation: Definition, Theories and Types
- Lexicography and Lexicology: Introduction, Different kinds of dictionaries

UNIT III

- Language and Education
- Language in the school curriculum
- Role of language in pre-school years
- Language as medium of instruction in different domains
- Importance of mother tongue education

UNIT IV

- Language and Technology
- CALL and CALT
- Machine Translation
- Language Lab

PRESCRIBED READINGS

1. Cook, Guy. *Applied Linguistics*. Oxford University Press, 2003.
2. Davies, Alan, and Catherine Elder, editors. *The Handbook of Applied Linguistics*. Blackwell Publishing, 2004.
3. Ellis, Rod. *The Study of Second Language Acquisition*. 2nd ed., Oxford University Press, 2008.
4. Grabe, William. *An Introduction to Applied Linguistics*. Routledge, 2002.
5. Kaplan, Robert B., editor. *The Oxford Handbook of Applied Linguistics*. Oxford University Press, 2010.
6. McCarthy, Michael. *Issues in Applied Linguistics*. Cambridge University Press, 2001.
7. Schmitt, Norbert, editor. *An Introduction to Applied Linguistics*. 2nd ed., Hodder Education, 2010.
8. Sharma, R. S. *Applied Linguistics: Stylistics, Language Teaching, Neurogrammar, Lexicography and Translations*. 2nd rev. and enlarged ed., Atlantic Publishers and Distributors Pvt. Ltd., 2017.
9. Simpson, James, editor. *The Routledge Handbook of Applied Linguistics*. Routledge, 2011.
10. Spolsky, Bernard. *Sociolinguistics*. Oxford University Press, 1998.
11. Widdowson, H. G. *Defining Issues in English Language Teaching*. Oxford University Press, 2003.

FURTHER READINGS

1. Aitchison, Jean. *Words in the Mind: An Introduction to the Mental Lexicon*. 3rd ed., Blackwell, 2003.
2. Bachman, Lyle F. *Fundamental Considerations in Language Testing*. Oxford University Press, 1990.
3. Baker, Mona. *In Other Words: A Coursebook on Translation*. 2nd ed., Routledge, 2011.
4. Bialystok, Ellen. *Bilingualism in Development: Language, Literacy, and Cognition*. Cambridge University Press, 2001.
5. Cook, Vivian. *Second Language Learning and Language Teaching*. 4th ed., Hodder Education, 2008.
6. Crystal, David. *The Cambridge Encyclopedia of Language*. 3rd ed., Cambridge University Press, 2010.
7. Dörnyei, Zoltán. *Motivational Strategies in the Language Classroom*. Cambridge University Press, 2001.
8. Gass, Susan M., and Larry Selinker. *Second Language Acquisition: An Introductory Course*. 3rd ed., Routledge, 2008.
9. Halliday, M. A. K., and Christian M. I. M. Matthiessen. *An Introduction to Functional Grammar*. 3rd ed., Routledge, 2004.
10. Hymes, Dell. "On Communicative Competence." *Sociolinguistics*, edited by J. B. Pride and Janet Holmes, Penguin, 1972, pp. 269–293.
11. Krashen, Stephen D. *Principles and Practice in Second Language Acquisition*. Pergamon, 1982.

12. Long, Michael H. *Second Language Acquisition and Task-Based Language Teaching*. Wiley-Blackwell, 2015.
13. Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. 2nd ed., Cambridge University Press, 2001.

	CLO-PLO Matrix for the Course (ILNGMNAL0326 : Introduction to Applied Linguistics)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	2	1	3	1	1	2	3	2	**2.1**
2	3	3	2	1	3	1	1	2	3	2	**2.1**
3	3	3	2	1	3	1	1	2	3	3	**2.2**
4	3	3	2	1	3	1	2	3	3	1	**2.2**
Average (PLO)	**3**	**3**	**2**	**1**	**3**	**1**	**1.25**	**2.25**	**3**	**2**	**2.15**

Paper: Introduction to Soft Skills – III	**Credits: 02**
Code: ILNGSESS0326	**Course Type: Skill Enhancement Course**

COURSE LEARNING OUTCOMES: By the end of this course, students will be able to:

- Demonstrate advanced communication skills, including formal and informal communication, and apply these effectively in professional contexts and produce clear and professional written communication, such as reports, emails, and memos, tailored to specific organizational needs.
- Apply persuasive communication techniques, understanding key elements, principles, and barriers to influencing and motivating others and understand workplace ethics and responsibilities, and interpret the basic structure and functions of organizations to enhance professional effectiveness.

UNIT I: Verbal Skills

- Advanced Communication skills: Types of Communication (Formal & Informal, technical, professional)
- Persuasive Communication: Key Elements, Principles, Techniques & Barriers

UNIT II: Technical Skills

- Written Communication: Note-taking, Paraphrasing, Summarizing, Precise Writing
- Use of technology in writing: Google search engines, Prompt engineering

PRESCRIBED READINGS

1. Butterfield, Jeff. *Soft Skills for Everyone*. Cengage Learning, 2010.
2. Dhanavel, S. P. *Soft Skills*. Orient BlackSwan, 2010.
3. Koneru, Aruna. *Professional Communication*. McGraw Hill Education India, 2010.
4. Mishra, Sunita, and C. Muralikrishna. *Communication Skills for Engineers and Scientists*. PHI Learning, 2011.
5. Mitra, Barun K. *Personality Development and Soft Skills*. Oxford University Press, 2011
6. Raman, Meenakshi, and Prakash Singh. *Business Communication*. 2nd ed., Oxford University Press, 2012.
7. Raman, Meenakshi. *Soft Skills: Key to Success in Workplace and Life*. Oxford University Press, 2013.
8. Ramesh, Gopalaswamy, and Mahadevan Ramesh. *The Ace of Soft Skills*. Pearson India, 2010.
9. Rao, M. S. *Soft Skills: Enhancing Employability*. I. K. International Publishing House, 2010.
10. Verma, Shalini. *Developing Soft Skills*. Vikas Publishing House, 2013.

FURTHER READINGS

1. Alex, K. *Soft Skills and Personality Development*. S. Chand, 2012.
2. Balasubramanian, S. *Soft Skills for Interpersonal Communication*. Orient BlackSwan, 2013.
3. Bhardwaj, Kumkum. *Employability Skills*. Pearson India, 2014.
4. Bovee, Courtland L., and John V. Thill. *Business Communication Today*. 13th ed., Pearson, 2015.
5. Ghosh, B. N. *Soft Skills for Engineers and Professionals*. McGraw Hill Education India, 2012.
6. Kumar, Alok. *Professional Communication Skills*. Oxford University Press, 2011.
7. Kumar, Sanjay, and Pushp Lata. *Communication Skills*. 2nd ed., Oxford University Press, 2015.

	CLO-PLO Matrix for the Course (ILNGSESS0326: Introduction to Soft Skills–III)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	3	3	3	3	3	2	3	3	**2.9**
2	3	3	3	3	3	3	3	3	3	3	**3**
Average (PLO)	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**2.5**	**3**	**3**	**2.95**

SEMESTER IV	
Paper: Introduction to Syntax	**Credits: 04**
Code: ILNGMJIS0426	**Course Type: Major**

COURSE LEARNING OUTCOMES: By the end of this course, students will be able to:

- Understand and analyze basic grammatical structures, including parts of speech, tense, phrases, clauses, and foundational concepts of Standard Theory.
- Apply transformational rules and evaluate their constraints while explaining the development from Standard Theory to Principles and Parameters.
- Analyze syntactic structure using Government and Binding Theory, including X-bar theory, c-command, and structural relations.
- Apply advanced syntactic theories such as Theta Theory, Case Theory, and Binding Theory to interpret sentence structure and meaning.

UNIT I

- Grammatical categories, Tenses, Modals, Auxiliaries
- Understanding Constituents: Phrases and Clauses
- Sentences: Syntactic and Semantic Types
- Introduction to PSG, Standard Theory

UNIT II

- Transformations: Addition, Deletion, Substitution and Movement
- Conditions on Transformations: Ross's Constraints
- Crisis within ST, Formulation of EST, REST
- Introduction to Principles and Parameters

UNIT III

- Theory of Government and Binding
- C-command
- Need for X bar
- X bar Theory
- M- command and Government
- Complement Adjunct Distinction

UNIT IV

- Theta Theory and Theta Criterion
- Case Theory and Case Filter, Exceptional Case marking
- Binding Theory and Binding Conditions: A, B & C
- Projection Principle and Extended Projection Principle

PRESCRIBED READINGS

1. Andrew Carnie. *Syntax A Generative Introduction* (3rd ed.). Wiley-Blackwell. 2013.
2. Ivan A Sag., Thomas Wasow., & Emily M Bender. *Syntactic Theory A Formal Introduction*. CSLI Publications. 2003.
3. Noam Chomsky. *Aspects of the Theory of Syntax*. MIT Press. 1965.
4. Noam Chomsky. *Knowledge of Language: Its Nature, Origin and Use*. Praeger. 1986.
5. Noam Chomsky. *Lectures on Government and Binding*. Foris. 1981.
6. Noam Chomsky. *The Minimalist Program*. MIT Press. 1995.
7. Victoria Fromkin., Robert Rodman., & Nina Hyams. *An Introduction to Language* (11th ed.). Cengage Learning. 2018.

FURTHER READINGS

1. Adger, David. *Core Syntax: A Minimalist Approach*. Oxford University Press, 2003.
2. Carnie, Andrew. *Syntax: A Generative Introduction*. 3rd ed., Wiley-Blackwell, 2013.
3. Chomsky, Noam. *Syntactic Structures*. Mouton, 1957.
4. Haegeman, Liliane. *Introduction to Government and Binding Theory*. 2nd ed., Blackwell, 1994.
5. Radford, Andrew. *Syntax: A Minimalist Introduction*. Cambridge University Press, 1997.
6. Radford, Andrew. *Analysing Sentences: An Introduction to English Syntax*. Cambridge University Press, 2009.
7. Tallerman, Maggie. *Understanding Syntax*. 4th ed., Routledge, 2015.
8. Van Valin, Robert D., Jr. *An Introduction to Syntax*. Cambridge University Press, 2001.

	CLO-PLO Matrix for the Course (ILNGMJIS0426: Introduction to Syntax)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	3	2	2	2	2	3	3	1	**2.4**
2	3	3	3	2	2	2	2	3	3	1	**2.4**
3	3	3	3	2	2	2	2	3	3	1	**2.4**
4	3	3	3	2	2	2	2	3	3	1	**2.4**
Average (PLO)	**3**	**3**	**3**	**2**	**2**	**2**	**2**	**3**	**3**	**1**	**2.4**

Paper: Teaching of English Phonetics and Phonology	**Credits: 04**
Code: ILNGMJET0426	**Course Type: Major**

COURSE LEARNING OUTCOMES: By the end of this course, students will be able to:

- Teach English pronunciation using phonetic principles
- Use IPA for instructional purposes
- Identify and correct learners' pronunciation errors
- Design phonetics-based classroom activities

UNIT I: Teaching of English Consonants

- Introduction to English Consonants
- Classification of English Consonants: Place of articulation, Manner of articulation and voicing
- Consonant cluster

UNIT II: Teaching of English Vowels

- Introduction to English Vowels
- Classification of English Vowels: Tongue position, height of tongue, lip rounding, length
- Introduction to Diphthongs
- Syllable structure

UNIT III: Teaching of English Suprasegmentals

- Stress: Word stress and sentence stress
- Rhythm: Stress-timed nature of English
- Intonation: Patterns (falling, rising, fall-rise) and their functions
- Connected speech: linking, assimilation, elision

UNIT IV: Teaching Pronunciation

- Methods and approaches in teaching pronunciation
- Use of IPA in classroom
- Techniques for teaching sound (drills, minimal pairs, repetition)
- Teaching suprasegmentals (stress, rhythm, intonation)
- Error analysis and correction techniques

PRESCRIBED READINGS

1. Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M.). *Teaching Pronunciation: A Course Book and Reference Guide* (2nd ed.). Cambridge University Press. 2010.
2. Cruttenden, A. *Gimson's Pronunciation of English* (8th ed.). Routledge. 2014.
3. Giegerich, H. J. *English Phonology: An Introduction.* Cambridge University Press. 1992.
4. Jones, Daniel. *English Pronouncing Dictionary*. 18th ed., Cambridge University Press, 2011.
5. Kelly, G. *How to Teach Pronunciation.* Pearson Education Limited. 2000.

6. Roach, P. *English phonetics and Phonology: A Practical Course*. (4th ed.). Cambridge University Press. 2009.
7. Underhill, A. *Sound Foundations: Learning and Teaching Pronunciation* (2nd ed.). Macmillan Books for Teachers. 2005.
8. Yavaş, M. *Applied English Phonology* (4th ed.). Wiley-Blackwell. 2020.

FURTHER READINGS

1. Carr, Philip. *English Phonetics and Phonology: An Introduction*. Wiley-Blackwell, 2013.
2. Clark, John, Colin Yallop, and Janet Fletcher. *An Introduction to Phonetics and Phonology*. 3rd ed., Wiley-Blackwell, 2007.
3. Celce-Murcia, Marianne, Donna M. Brinton, and Janet M. Goodwin. *Teaching Pronunciation: A Course Book and Reference Guide*. 2nd ed., Cambridge University Press, 2010.
4. Gimson, A. C. *Gimson's Pronunciation of English*. 8th ed., Routledge, 2014.
5. Kenworthy, Joanne. *Teaching English Pronunciation*. Longman, 1987.
6. Kelly, Gerald. *How to Teach Pronunciation*. Pearson Education, 2000.
7. Ladefoged, Peter. *Vowels and Consonants*. 3rd ed., Wiley-Blackwell, 2001.
8. Pennington, Martha C. *Phonology in English Language Teaching*. Longman, 1996.
9. Roach, Peter. *Phonetics*. Oxford University Press, 2001.

	CLO-PLO Matrix for the Course (ILNGMJET0426: Introduction to English Phonetics and Phonology)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	3	2	3	2	2	3	3	1	**2.5**
2	3	3	3	2	3	2	2	3	3	1	**2.5**
3	3	3	3	2	3	2	2	3	3	1	**2.5**
4	3	3	3	2	3	2	2	3	3	1	**2.5**
Average (PLO)	**3**	**3**	**3**	**2**	**3**	**2**	**2**	**3**	**3**	**1**	**2.5**

Paper: Language and Meaning	**Credits: 04**
Code: ILNGMJLM0426	**Course Type: Major**

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

- Understand and analyze meaning in language at word, phrase, clause, and sentence levels.
- Explain different theories of meaning, including denotation, connotation, mental representation, and use.
- Apply componential analysis and identify semantic relations, oppositions, and types of meaning change.
- Analyze and compare types of meaning change in Kashmiri/Urdu and English using real lexical examples.

UNIT I

- Meaning in Language
- Units of Meaning
- Meaning at Word level
- Meaning at the level of phrases, clauses and sentences

UNIT II

- Meaning of Meaning: Meaning as Denotation/Reference, Meaning as Connotation, Meaning as Mental Representation, Meaning as Use

UNIT III

- Componential Analysis
- Semantic Oppositions: Polar, Binary, Gradient, Taxonomic, etc
- Meaning Change: Broadening, Narrowing, Amelioration, Pejoration (examples from Kashmiri, Urdu and English)

UNIT IV

- Pragmatics: Introduction, Nature and Scope
- Speech Act theory
- Deixis, Implicatue and Presupposition

PRESCRIBED READINGS:

1. Cruse, D. A. *Meaning in Language: An Introduction to Semantics and Pragmatics*. 3rd ed., Oxford University Press, 2011.
2. Hurford, James R., Brendan Heasley, and Michael B. Smith. *Semantics: A Coursebook*. 2nd ed., Cambridge University Press, 2007.
3. Kreidler, Charles W. *Introducing English Semantics*. Routledge, 1998.
4. Leech, Geoffrey. *Semantics*. Penguin Books, 1981.

5. Lyons, John. *Linguistic Semantics: An Introduction*. Cambridge University Press, 1995.
6. Saeed, John I. *Semantics*. 4th ed., Wiley-Blackwell, 2016.
7. Yule, George. *Pragmatics*. Oxford University Press, 1996.

FURTHER READINGS

1. Austin, J. L. *How to Do Things with Words*. 2nd ed., Harvard University Press, 1975.
2. Bach, Kent, and Robert M. Harnish. *Linguistic Communication and Speech Acts*. MIT Press, 1979.
3. Grice, H. P. *Studies in the Way of Words*. Harvard University Press, 1989.
4. Horn, Laurence R., and Gregory Ward, editors. *The Handbook of Pragmatics*. Blackwell, 2004.
5. Jackendoff, Ray. *Semantics and Cognition*. MIT Press, 1983.
6. Lakoff, George, and Mark Johnson. *Metaphors We Live By*. University of Chicago Press, 1980.
7. Levinson, Stephen C. *Pragmatics*. Cambridge University Press, 1983.
8. Palmer, F. R. *Semantics*. 2nd ed., Cambridge University Press, 1981.
9. Sperber, Dan, and Deirdre Wilson. *Relevance: Communication and Cognition*. 2nd ed., Blackwell, 1995.
10. Traugott, Elizabeth Closs, and Richard B. Dasher. *Regularity in Semantic Change*. Cambridge University Press, 2002.

	CLO-PLO Matrix for the Course (ILNGMJLM0426: Language and Meaning)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	3	1	2	2	2	2	3	1	**2.2**
2	3	3	3	1	2	2	2	2	3	1	**2.2**
3	3	3	3	1	2	2	2	2	3	1	**2.2**
4	3	3	3	1	2	2	2	2	3	1	**2.2**
Average (PLO)	**3**	**3**	**3**	**1**	**2**	**2**	**2**	**2**	**3**	**1**	**2.2**

Paper: Language and Society	**Credits: 04**
Code: ILNGMJLS0426	**Course Type: Major**

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

- Explain key sociolinguistic concepts and understand language as a social phenomenon shaped by cultural and societal factors.
- Analyze language variation and use, including dialects, registers, and communicative competence in different contexts.
- Evaluate language contact phenomena such as bilingualism, code-switching, and pidginization in multilingual societies.
- Assess language change and policy issues, including language maintenance, shift, endangerment, and planning.

UNIT I

- Language as a social phenomenon
- Competence, Performance and Communicative Competence
- Variation in Language: Social and Geographical

UNIT II

- Language, Dialect, Sociolect, Genderlect, Idiolect
- Isogloss
- Register & Jargon
- Diglossia
- Pidgin & Creole

UNIT III

- Language Contact
- Bilingualism/Multilingualism
- Code Mixing and Code Switching

UNIT IV

- Language Maintenance & Language Shift,
- Language Endangerment and Language Death
- Language Planning and Policy

PRESCRIBED READINGS

1. Holmes, Janet. *An Introduction to Sociolinguistics*. 4th ed., Routledge, 2013.
2. Hudson, R. A. *Sociolinguistics*. 2nd ed., Cambridge University Press, 1996.
3. Labov, William. *Principles of Linguistic Change*. Blackwell, 1994.
4. Mesthrie, Rajend, et al. *Introducing Sociolinguistics*. 2nd ed., Edinburgh University Press, 2009.
5. Meyerhoff, Miriam. *Introducing Sociolinguistics*. 2nd ed., Routledge, 2011.

6. Spolsky, Bernard. *Sociolinguistics*. Oxford University Press, 1998.
7. Trudgill, Peter. *Sociolinguistics: An Introduction to Language and Society*. 4th ed., Penguin, 2000.
8. Wardhaugh, Ronald, and Janet M. Fuller. *An Introduction to Sociolinguistics*. 7th ed., Wiley-Blackwell, 2015.

FURTHER READINGS

1. Blommaert, Jan. *Discourse: A Critical Introduction*. Cambridge University Press, 2005.
2. Eckert, Penelope. *Linguistic Variation as Social Practice*. Blackwell, 2000.
3. Fishman, Joshua A. *Sociolinguistics: A Brief Introduction*. Rowley, MA, Newbury House, 1971.
4. Gumperz, John J. *Discourse Strategies*. Cambridge University Press, 1982.
5. Hymes, Dell. *Foundations in Sociolinguistics: An Ethnographic Approach*. University of Pennsylvania Press, 1974.
6. Labov, William. *Sociolinguistic Patterns*. University of Pennsylvania Press, 1972.
7. Milroy, Lesley, and Matthew Gordon. *Sociolinguistics: Method and Interpretation*. Blackwell, 2003.
8. Romaine, Suzanne. *Language in Society: An Introduction to Sociolinguistics*. 2nd ed., Oxford University Press, 2000.
9. Tannen, Deborah. *Gender and Discourse*. Oxford University Press, 1994.

	CLO-PLO Matrix for the Course (ILNGMJLS0426: Language and Society)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	3	2	3	3	2	3	3	3	**2.8**
2	3	3	3	2	3	2	2	3	3	2	**2.6**
3	3	3	3	2	3	2	2	3	3	2	**2.6**
4	3	3	3	2	3	2	2	3	3	3	**2.7**
Average (PLO)	**3**	**3**	**3**	**2**	**3**	**2.25**	**2**	**3**	**3**	**2.5**	**2.675**

Paper: Functional English– I	**Credits: 04**
Code: ILNGMNFE0426	**Course Type: Minor**

COURSE LEARNING OUTCOMES: After successfully completing the course students shall be able to:

- Understand functional approaches to language by explaining key concepts from Halliday and Jakobson's models.
- Apply grammatical concepts such as transitivity, modality, passivization, and the use of classifiers and quantifiers in context.
- Demonstrate effective communication skills by constructing statements, expressing emotions (likes, dislikes, sympathy), and conveying messages appropriately.
- Use advanced language structures including reported speech, information organization, and polite expressions like requests and apologies in real-life contexts.

UNIT I

- Functional Perspective to language
- Basic functions of Language: Sender function, Receiver function, Textual function
- Introduction to Buhler's Model of Language

UNIT II

- Basic notions of Transitivity, Modality and Passivization
- Words as Classifiers and Quantifiers

UNIT III

- Making Statements, Messages
- Expressing Likes and dislikes
- Expressing Sympathy

UNIT IV

- Reported Speech
- Structuring information
- Making Requests and Apology

PRESCRIBED READINGS

1. Bansal, R. K., and J. B. Harrison. *Spoken English: A Manual of Speech and Phonetics*. Orient Blackswan, 2013.
2. Eastwood, John. *Oxford Guide to English Grammar*. Oxford University Press, 1994.
3. Leech, Geoffrey, and Jan Svartvik. *A Communicative Grammar of English*. 3rd ed., Routledge, 2002.
4. Murphy, Raymond. *English Grammar in Use*. 5th ed., Cambridge University Press, 2019.
5. Rizvi, Ashraf M. *Effective Technical Communication*. Tata McGraw-Hill, 2005.
6. Thomson, A. J., and A. V. Martinet. *A Practical English Grammar*. 4th ed., Oxford

University Press, 1986.

FURTHER READINGS

1. Brown, Gillian, and George Yule. *Teaching the Spoken Language*. Cambridge University Press, 1983.
2. Crystal, David. *English as a Global Language*. 2nd ed., Cambridge University Press, 2003.
3. Gimson, A. C. *Gimson's Pronunciation of English*. 8th ed., Routledge, 2014.
4. Harmer, Jeremy. *How to Teach English*. Longman, 2007.
5. Jones, Daniel. *English Pronouncing Dictionary*. 17th ed., Cambridge University Press, 2006.
6. Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge University Press, 2009.
7. Swan, Michael. *Practical English Usage*. 3rd ed., Oxford University Press, 2005.

	CLO-PLO Matrix for the Course (ILNGMNFE0426: Functional English - I)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	3	2	2	3	2	2	3	2	**2.5**
2	3	3	3	2	2	3	2	2	3	2	**2.5**
3	3	3	3	2	2	3	3	2	3	2	**2.6**
4	3	3	3	2	2	3	3	2	3	2	**2.6**
Average (PLO)	**3**	**3**	**3**	**2**	**2**	**3**	**2.5**	**2**	**3**	**2**	**2.55**

SEMESTER V	
Paper: Linguistic Scenario of India	**Credits: 04**
Code: ILNGMJSI0526	**Course Type: Major**

COURSE LEARNING OUTCOMES: After successfully completing the course students shall be able to:

- Identify and classify major language families in India
- Understand the historical development of Indian languages
- Explain multilingualism and language contact phenomena
- Analyze sociolinguistic factors affecting language use in India
- Evaluate language policies and their implications
- Recognize challenges like language endangerment and preservation

UNIT I: Language Diversity in India

- Concept of linguistic diversity
- Major language families in India:
- Indo-Aryan
- Dravidian
- Austroasiatic
- Tibeto-Burman
- Grierson's Linguistic Survey of India

UNIT II: Multilingualism and Language Contact

- Bilingualism and multilingualism in India
- Language contact and borrowing
- Code-switching and code-mixing

UNIT III: Sociolinguistic Situation in India: Case Studies

- Language and society
- Language, caste and class
- Diglossia
- Language identity

UNIT IV: Contemporary Issues

- Scheduled and non-scheduled Languages
- Endangered languages in India
- Language preservation and revitalization

PRESCRIBED READINGS

1. Annamalai, E. *Managing Multilingualism in India: Political and Linguistic Manifestations*. Sage Publications, 2001.
2. Crystal, David. *Language Death*. Cambridge University Press, 2000.
3. Gumperz, John J., and Robert Wilson. "Convergence and Creolization: A Case from the

Indo-Aryan/Dravidian Border in India." *Language*, vol. 47, no. 1, 1971, pp. 152–164.
4. Khubchandani, Lachman M. *Language in a Plural Society: Studies on Multilingualism*. National Book Trust, 1997.
5. Laitin, David D. *Language Repertoires and State Construction in Africa*. Cambridge University Press, 1992. *(Useful comparative framework for India's multilingualism)*
6. Mahapatra, B. P. *Constitutional Languages*. Sahitya Akademi, 1989.
7. Nayar, P. B. *India's National Language Movement*. 1996.
8. Pandit, Prabodh B. *India as a Sociolinguistic Area*. University of Pune Press, 1972.

FURTHER READINGS

1. Agnihotri, R. K. *Multilingualism and Education in India*. Orient Blackswan, 2010.
2. Bhatia, Tej K., and William C. Ritchie. *The Handbook of Bilingualism and Multilingualism*. 2nd ed., Wiley-Blackwell, 2013.
3. Dasgupta, Probal. *The Otherness of English: India's Auntie Tongue Syndrome*. Sage Publications, 1993.
4. Krishnaswamy, N., and Archana S. Burde. *The Politics of Language in India*. Oxford University Press, 1998.
5. Laitin, David D. *Identity in Formation: The Russian-Speaking Populations in the Near Abroad*. Cornell University Press, 1998. *(Comparative sociolinguistic theory useful for India)*
6. Mohanty, Ajit K. "Multilingualism of the Unequals and Predicaments of Education in India." *Language Policy*, vol. 8, no. 2, 2009, pp. 103–126.
7. Narasimhan, R. *Language Policy and Multilingual Education in India*. 2001.
8. Romaine, Suzanne. *Language in Society: An Introduction to Sociolinguistics*. 2nd ed., Oxford University Press, 2000.
9. Shapiro, Michael C., and Harold F. Schiffman, editors. *Language and Society in South Asia*. Motilal Banarsidass, 1981.
10. Spolsky, Bernard. *Language Policy*. Cambridge University Press, 2004.

	CLO-PLO Matrix for the Course (ILNGMJSI0526: Linguistic Scenario of India)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	2	1	3	1	1	3	3	3	**2.3**
2	3	3	2	1	3	1	1	3	3	3	**2.3**
3	3	3	2	1	3	1	1	3	3	3	**2.3**
4	3	3	2	1	3	1	1	3	3	3	**2.3**
Average (PLO)	**3**	**3**	**2**	**1**	**3**	**1**	**1**	**3**	**3**	**3**	**2.3**

Paper: Global Englishes	**Credits: 04**
Code: ILNGMJGE0526	**Course Type: Major**

COURSE LEARNING OUTCOMES: After successfully completing the course students shall be able to:

- Explain the historical development and global spread of English.
- Identify and compare major varieties of English across regions.
- Analyze linguistic features (phonology, vocabulary, grammar) of global Englishes.
- Understand and apply key concepts like World Englishes and English as a Lingua Franca (ELF).
- Evaluate the social, cultural, and political impact of English worldwide.

UNIT I: Introduction to Global English

- What is Global English / World Englishes
- History of English: Old English, Middle English, Modern English
- Spread of English through colonialism and globalization

UNIT II: Varieties of English

- British English, American English, Indian English and their characteristics
- Standard vs Non-standard English

UNIT III: English in India

- Features of Indian English
- Borrowing, Code-switching and code-mixing (with respect to Indian Languages)
- Influence of local languages on English

UNIT IV – English as a Lingua Franca (ELF)

- English as an international communication tool
- English in: Business, Education, Media and technology
- Global communication and identity
- Role of English in globalization

PRESCRIBED READINGS

1. Crystal, David. *English as a Global Language*. 3rd ed., Cambridge University Press, 2012.
2. Kachru, Braj B. *The Other Tongue: English Across Cultures*. 2nd ed., University of Illinois Press, 1992.
3. Kachru, Braj B. "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle." *English in the World: Teaching and Learning the Language and Literatures*, edited by Randolph Quirk and H. G. Widdowson, Cambridge University Press, 1985, pp. 11–30.
4. McArthur, Tom. *The English Languages*. Cambridge University Press, 1998.
5. Seidlhofer, Barbara. *Understanding English as a Lingua Franca*. Oxford University Press, 2011.

FURTHER READINGS

1. Bolton, Kingsley. *World Englishes*. Cambridge University Press, 2004.
2. Brutt-Griffler, Janina. *World English: A Study of Its Development*. Multilingual Matters, 2002.
3. Canagarajah, A. Suresh. *Resisting Linguistic Imperialism in English Teaching*. Oxford University Press, 1999.
4. Galloway, Nicola, and Heath Rose. *Introducing Global Englishes*. Routledge, 2015.
5. Graddol, David. *English Next*. British Council, 2006.
6. Jenkins, Jennifer. *World Englishes: A Resource Book for Students*. 3rd ed., Routledge, 2015.
7. Mesthrie, Rajend, and Rakesh M. Bhatt. *World Englishes: The Study of New Linguistic Varieties*. Cambridge University Press, 2008.
8. Pennycook, Alastair. *The Cultural Politics of English as an International Language*. Routledge, 1994.
9. Phillipson, Robert. *Linguistic Imperialism*. Oxford University Press, 1992.
10. Saraceni, Mario. *World Englishes: A Critical Analysis*. Continuum, 2010.

	CLO-PLO Matrix for the Course (ILNGMJGE0526: Global Englishes)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	3	2	3	3	2	3	3	2	**2.7**
2	3	3	3	2	3	3	2	3	3	2	**2.7**
3	3	3	3	2	3	3	2	3	3	2	**2.7**
4	3	3	3	2	3	3	2	3	3	2	**2.7**
Average (PLO)	**3**	**3**	**3**	**2**	**3**	**3**	**2**	**3**	**3**	**2**	**2.7**

Paper: Teaching of English Morphology and Syntax **Credits: 04**
Code: ILNGMJET0526 **Course Code: Major**

COURSE LEARNING OUTCOMES: By the end of this course, students will be able to:

- Teach English grammar using linguistic insights
- Analyze word formation and sentence structures of English language
- Identify and correct grammatical errors
- Design grammar-focused teaching materials and activities

UNIT I: Foundations of Morphology and Syntax in ELT

- Role of grammar in language teaching
- Overview of English word structure and sentence structure
- Prescriptive vs. descriptive grammar
- Grammar in communicative language teaching

UNIT II: Teaching of English Morphology

- Morphemes: free and bound
- Types of morphemes: derivational and inflectional
- Word formation processes: compounding, affixation, blending, clipping
- Teaching vocabulary through morphology
- Common learner errors in word formation

UNIT III: Teaching of English Syntax

- Basic sentence elements: subject, predicate, object, complement
- Phrase structure: noun phrase, verb phrase, etc.
- Types of sentences: simple, complex, compound
- Tense, aspect, and agreement
- Common syntactic errors among learners

UNIT IV: Teaching Grammar: Methods and Applications

- Approaches to teaching grammar:
- Traditional vs. communicative approach
- Inductive vs. deductive methods
- Techniques for teaching grammar:

PRESCRIBED READINGS

1. Aronoff, Mark, and Kirsten Fudeman. *What Is Morphology?* 2nd ed., Wiley-Blackwell, 2011.
2. Bauer, Laurie. *Introducing Linguistic Morphology*. 2nd ed., Edinburgh University Press, 2003.

3. Carnie, Andrew. *Syntax: A Generative Introduction*. 3rd ed., Wiley-Blackwell, 2013.
4. Crystal, David. *Discover Grammar*. Pearson Longman, 2004.
5. Huddleston, Rodney, and Geoffrey K. Pullum. *A Student's Introduction to English Grammar*. Cambridge University Press, 2005.
6. Leech, Geoffrey N., and Jan Svartvik. *A Communicative Grammar of English*. 3rd ed., Routledge, 2002.
7. Lieber, Rochelle Introducing Morphology. Cambridge: Cambridge University Press. 2010.
8. Nida, E. A. Morphology. Ann Arbor: University of Michigan Press. 1949.
9. Radford, Andrew. *Analyzing English Sentences: A Minimalist Approach*. Cambridge University Press, 2009.
10. Spencer, Andrew. *Morphological Theory*. Blackwell, 1991.
11. Tallerman, Maggie. *Understanding Syntax*. 4th ed., Routledge, 2015.

FURTHER READINGS

1. Aarts, Bas. *English Syntax and Argumentation*. 5th ed., Bloomsbury Academic, 2018.
2. Haegeman, Liliane. *Introduction to Government and Binding Theory*. 2nd ed., Blackwell, 1994.
3. Haspelmath, M.. Understanding Morphology.London: Hodder Arnold. 2002
4. Katamba, F. Morphology. Hampshire, London: MacMillan 2006.
5. Katamba, Francis, and John Stonham. *Morphology*. 2nd ed., Palgrave Macmillan, 2006.
6. Matthews P.H. Morphology. (Reprint). Cambridge: Cambridge University Press. 1993.
7. Plag, Ingo. *Word-Formation in English*. 2nd ed., Cambridge University Press, 2018.
8. Radford, Andrew. *English Syntax: An Introduction*. Cambridge University Press, 2004.
9. Saeed, John I. *Semantics*. 4th ed., Wiley-Blackwell, 2016. *(Useful for linking syntax with meaning)*

	CLO-PLO Matrix for the Course (ILNGMJET0526: Teaching of English Morphology and Syntax)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	3	2	3	2	2	2	3	1	**2.4**
2	3	3	3	2	3	2	2	2	3	1	**2.4**
3	3	3	3	2	3	2	2	2	3	1	**2.4**
4	3	3	3	2	3	2	2	2	3	1	**2.4**
Average (PLO)	**3**	**3**	**3**	**2**	**3**	**2**	**2**	**2**	**3**	**1**	**2.4**

Paper: Internship	**Credits: 04**
Code: ILNGMJIS0526	**Course Type: Major**

Internship, as a major paper consisting of 4 credits, under the Five Year Integrated Master's Programme in Linguistics and English Language Teaching is an essential component of the academic curriculum. It aims to bridge the gap between theoretical knowledge and practical application in the fields of linguistics, language teaching, and communication.

This internship provides students with hands-on experience in real-world settings such as schools, language institutes, translation work, review assignments, etc. Through this exposure, students develop a deeper understanding of language acquisition, teaching methodologies, curriculum design, and linguistic analysis.

The programme also enhances essential professional skills, including communication, classroom management, lesson planning, research aptitude, and critical thinking. Students are encouraged to observe, participate, and reflect on teaching practices, thereby gaining valuable insights into the dynamics of language education.

Moreover, the internship promotes adaptability and confidence, preparing students for diverse career opportunities in education, content development, translation, research, and related fields. It also promotes interdisciplinary learning by allowing students to apply linguistic theories in practical contexts.

The internship programme serves as a vital platform for experiential learning, enabling students to integrate academic knowledge with professional practice and equipping them with the competencies required for their future careers.

	CLO-PLO Matrix for the Course (ILNGMJIS0526: Internship)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	3	3	3	3	3	3	3	3	**3**
Average (PLO)	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**

Paper: English Speaking Skills	**Credits: 04**
Code: ILNGMNE0526	**Course Type: Minor**

COURSE LEARNING OUTCOMES: After successfully completing the course students shall be able to:

- Communicate effectively in English with clarity, confidence, and fluency.
- Use appropriate vocabulary, grammar and pronunciation in conversations.
- Participate actively in discussions, debates, and group interactions.
- Develop the detailed understanding of speaking skill along with the communication activities.

UNIT I

- Speaking Skills: Nature and Importance
- Elements of effective communication (fluency, accuracy, clarity)
- Barriers to speaking
- Basics of pronunciation (sounds, stress, rhythm, intonation)

UNIT II

- Conversational Skills
- Greetings
- Leave taking
- Turn taking
- Asking and answering questions
- Situational dialogues (e.g., at workplace, interviews, public places)

UNIT III

- Principles of public speaking
- Structuring a speech (introduction, body, conclusion)
- Presentation skills using visual aids
- Extempore speaking and story telling

UNIT IV

- Group discussion
- Interviews
- Telephonic conversation
- Debates

PRESCRIBED READINGS

1. Bansal, R. K., and J. B. Harrison. *Spoken English: A Manual of Speech and Phonetics*. Orient Blackswan, 2013.
2. Brown, Gillian, and George Yule. *Teaching the Spoken Language*. Cambridge University Press, 1983.

3. Gimson, A. C. *Gimson's Pronunciation of English*. 8th ed., Routledge, 2014.
4. Levis, John M. *Intelligibility in World Englishes: Theory and Application*. Routledge, 2018.
5. Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge University Press, 2009.
6. Underhill, Adrian. *Sound Foundations: Learning and Teaching Pronunciation*. 2nd ed., Macmillan, 2005.

FURTHER READINGS

1. Celce-Murcia, Marianne, Donna M. Brinton, and Janet M. Goodwin. *Teaching Pronunciation: A Course Book and Reference Guide*. 2nd ed., Cambridge University Press, 2010.
2. Crystal, David. *English as a Global Language*. 3rd ed., Cambridge University Press, 2012.
3. Harmer, Jeremy. *The Practice of English Language Teaching*. 5th ed., Pearson Longman, 2015.
4. Jones, Daniel. *English Pronouncing Dictionary*. 18th ed., Cambridge University Press, 2011.
5. Kenworthy, Joanne. *Teaching English Pronunciation*. Longman, 1987.
6. Kelly, Gerald. *How to Teach Pronunciation*. Pearson Education, 2000.
7. Luoma, Sari. *Assessing Speaking*. Cambridge University Press, 2004.
8. Thornbury, Scott. *How to Teach Speaking*. Pearson Education, 2005.
9. Ur, Penny. *A Course in Language Teaching: Practice and Theory*. Cambridge University Press, 1996.

	CLO-PLO Matrix for the Course (ILNGMNES0526: English Speaking Skills)										
Unit-wise CLOs	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**	**PLO9**	**PLO10**	**Average (CLO)**
1	3	3	3	3	3	3	3	2	3	1	**2.7**
2	3	3	3	3	3	3	3	2	3	1	**2.7**
3	3	3	3	3	3	3	3	2	3	1	**2.7**
4	3	3	3	3	3	3	3	2	3	1	**2.7**
Average (PLO)	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**1**	**2.7**