




MANIPUR UNIVERSITY  
CANCHIPUR: IMPHAL

OFFICE ORDER/1033  
Dated, the 9<sup>th</sup> March, 2026

No. MU/3-FYUP&PG/NEP2020/25: The Vice-Chancellor is pleased to approve the syllabi of the following Ability Enhancement Courses (AEC-2) for 2<sup>nd</sup> semester of the Four-Year Undergraduate Programme (FYUP) under NEP-2020, as recommended by the Chairperson, Sub-Committee for Identification of Viable Ability Enhancement Courses and the Dean, School of Humanities, subject to the ratification in the next Academic Council meeting:-

	Title of the Courses	Course(s)	Paper Code(s)
AEC-2	Academic Writing	a) Manipuri	AEC45MAN102(T)
		b) Hindi	AEC45HIN102(T)
		c) English	AEC45ENG102(T)
		d) Bengali	AEC45BEN102(T)
		e) Mizo	AEC45MIZ102(T)
		f) Hmar	AEC45HMA102(T)
		g) Paite	AEC45PAI102(T)
		h) Thadou-Kuki	AEC45TDK102(T)
		i) Tangkhul	AEC45TAN102(T)
		j) Nepali	AEC45NEP102(T)

  
(Prof. M. Premjit Singh)  
Registrar

Copy to :-

1. A.R. to the Vice-Chancellor, MU
2. Chairperson, Sub-Committee for Identification of Viable AEC
3. Dean, School of Humanities, MU
4. Controller of Examinations, MU
5. Director, College of Development Council, MU
6. HODs/Directors of Centre, MU
7. Principals of affiliated Colleges, Manipur
8. Relevant File



**සෘණීය ආදර්ශ:** ආකාරවිශේෂයේ සෘණීය ආදර්ශයන්- ජාතික ජනප්‍රවාහයේ ආකාරවිශේෂය, ආදර්ශයන් සංකල්පය (Gricean Maxims)- සංකල්පයේ ව්‍යුහගතය, සංකල්පයේ ව්‍යුහගතය, සංකල්පයේ ව්‍යුහගතය (1000 SS)

**සෘණීය ආදර්ශ:** ආදර්ශයන්ගේ ආකාරවිශේෂය- සංකල්පයන්ගේ ව්‍යුහගතය- සෘණීය සංකල්පයන් (core components) සංකල්පයන් සංකල්පයන් සංකල්පයන්- සංකල්පයන්-සංකල්පයන්/සංකල්පයන්-සංකල්පයන්, සංකල්පයන් සංකල්පයන් (සංකල්පයන් සංකල්පයන් සංකල්පයන්); සංකල්පයන්ගේ සංකල්පයන් සංකල්පයන් සංකල්පයන් (etiquettes), සංකල්පයන් සංකල්පයන් සංකල්පයන් සංකල්පයන් (1000 SS)

**Course Learning Outcomes (CLOs):**

1. Recognize the various systems at play in Language
2. Compare and contrast of human and animal communications
3. Understand the close relation between language and thought
4. Develop various skills in academic writing
5. Relate the various co-operative principles in communication with its application in daily life and professional interactions

**Course Objectives (COs):**

- To develop a systematic understanding of language as a complex and organized system of communication
- To critically analyze the differences between human language and animal communication using linguistic theories
- To explore the interrelationship between language, thought and reality with emphasis on social and cultural contexts
- To enhance students’ academic writing abilities including research-based writing, proposal formulation and ethical scholarly practices
- To familiarize learners with the principles governing conversation and effective communication, including communicative competence and cooperative principles
- To strengthen professional communication skills required for formal, institutional and workplace interactions

**Unit -1: Language: A system of systems- Hockett’s Design Features of Language, Human versus animal communications, Theories of origin of Language, Debates and discussions, Biological basis of language (12 Hrs)**

**Unit -2: Language, Thought and Reality- Social aspects of language, language, dialect, register, jargon, burrowing, speech community, Linguistic relativity- Sapir-World hypothesis (12 Hrs)**

**Unit -3: Writing Essay, Prose, Newspaper Column, Research Articles, Seminar/Conference Abstract, Writing Research Proposals, Formulating Research Questions, Research Ethics, Plagiarism (12 Hrs)**

**Unit -4: Competence and Performance- Communicative Competence, Gricean Maxims- Maxim of Quantity, Maxim of Quality, Maxim of Relation and Maxim of Manner (12 Hrs)**

**Unit -5: Professional Communication- Understanding Discourse- core components and operations involved in a discourse- speaker-hearer/Author-Reader, Third Person Discourse (non-participants); Basic etiquettes in Official Settings, Interviewer- Interviewee Protocols  
(12 Hrs)**

**ꯀꯃ ꯁꯅꯂꯃꯅ/Suggested Readings:**

1. Fromkin, Victoria, Robert Rodman & Nina Hyams, (2013), *An Introduction to Language* (10<sup>th</sup> Ed.), Boston, MA: Cengage Learning
  2. Hockett, Chjarles F. (1960), *Origin of Speech*, *Scientific American* 203:88-III
  3. Saussure, Ferdinand de, (1959), *Course in General Linguistics*, (W. Baskin, Trans.), New York: Philosophical Library(Origin Work Published 1916)
  4. Yule, George, (2016), *The Study of Language* (5<sup>th</sup> ed.), Cambridge: Cambridge University Press
  5. Carroll, John B. (ed.), (1956), *Language, Thought and Reality: Selected Writings of Benjamin Lee Worf*, Cambridge, MA: MIT
  6. Dr. K. Bimola, *Manipuri Lonmitki Shaklon Khara*, JN Publication: Imphal, 2022
  7. Akmajjan, Adrian, Richard A. Demers, Ann K. Farmer & Robert M. Harnish, (2017), *Linguistics: An Introduction to Language and Communication* (7<sup>th</sup> ed.), Cambridge: Cambridge University
  8. Levinson, Stephen C. (1983), *Pragmatics*, Cambridge: Cambridge University Press
  9. Bhatia, Vijay K, (2013), *Anaysing Genre: Language Use in Professional Settings*, London: Routledge (1983), *Pragmatics*, Cambridge: Cambridge University Press
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## HINDI

### योग्यता संवर्धन पाठ्यक्रम (AEC-II)

क्रेडिट - 4

#### अधिगम परिणाम (Learning Outcomes) :

1. भाषा में कार्यरत विभिन्न प्रणालियों को पहचानना।
2. मानव एवं मानवेतर संप्रेषण की तुलना करना तथा उनके बीच अंतर स्पष्ट करना।
3. भाषा और चिंतन के बीच घनिष्ठ संबंध को समझना।
4. शैक्षणिक लेखन में विभिन्न कौशलों का विकास करना।
5. संप्रेषण में प्रयुक्त सहयोगात्मक सिद्धांतों को दैनिक जीवन एवं व्यावसायिक अंतःक्रियाओं में लागू करना।

#### पाठ्यक्रम उद्देश्य (Course Objectives) :

- भाषा को एक जटिल एवं सुव्यवस्थित संप्रेषण प्रणाली के रूप में व्यवस्थित रूप से समझने की क्षमता विकसित करना।
- भाषावैज्ञानिक सिद्धांतों के माध्यम से मानव भाषा और मानवेतर संप्रेषण के बीच अंतर का आलोचनात्मक विश्लेषण करना।
- सामाजिक एवं सांस्कृतिक संदर्भों पर विशेष बल देते हुए भाषा, चिंतन और यथार्थ के पारस्परिक संबंध का अध्ययन करना।
- शोध- आधारित लेखन, शोध प्रस्ताव निर्माण तथा नैतिक शैक्षणिक प्रथाओं सहित विद्यार्थियों की शैक्षणिक लेखन क्षमता को सुदृढ़ करना।
- संवाद एवं प्रभावी संप्रेषण को नियंत्रित करने वाले सिद्धांतों—संप्रेषणीय दक्षता एवं सहयोगात्मक सिद्धांतों—से शिक्षार्थियों को परिचित कराना।
- औपचारिक, संस्थागत तथा कार्यस्थल से संबंधित व्यावसायिक संप्रेषण कौशल को सशक्त बनाना।

#### इकाई 1: भाषा :प्रणालियों की एक प्रणाली (12 घंटे)

हॉकेट की भाषा की अभिकल्पनात्मक विशेषताएँ; मानव बनाम मानवेतर संप्रेषण; भाषा की उत्पत्ति के सिद्धांत—वाद—विवाद एवं चर्चाएँ; भाषा का जैविक आधार।

#### इकाई 2: भाषा, चिंतन और यथार्थ (12 घंटे)

भाषा के सामाजिक पक्ष—भाषा, उपभाषा, रजिस्टर, पारिभाषिक शब्दावली (जार्जन), उधार ग्रहण; भाषिक समुदाय; भाषिक सापेक्षता—सैपिर-व्हॉर्फ परिकल्पना।

### इकाई 3: शैक्षणिक लेखन (12 घंटे)

निबंध, गद्य, समाचारपत्र स्तंभ, शोध आलेख, संगोष्ठी/सम्मेलन सार लेखन; शोध प्रस्ताव लेखन; शोध प्रश्नों का निर्माण; शोध नैतिकता; साहित्यिक चोरी (प्लेज़रिज़्म)।

### इकाई 4: संवाद एवं उसके सिद्धांत (12 घंटे)

क्षमता और निष्पादन; संप्रेषणीय दक्षता; ग्राइस के सिद्धांत-परिमाण का नियम, गुणवत्ता का नियम, संबंध का नियम, शैली का नियम।

### इकाई 5: व्यावसायिक संप्रेषण (12 घंटे)

वाक्यविन्यास (डिस्कोर्स) की समझ-डिस्कोर्स के मूल घटक एवं प्रक्रियाएँ: वक्ता-श्रोता / लेखक-पाठक, तृतीय पुरुष (डिस्कोर्स के गैर-प्रतिभागी); कार्यालयीन परिवेश में मूल शिष्टाचार; साक्षात्कारकर्ता-साक्षात्कारार्थी प्रोटोकॉल।

### अनुशंसित पठन सामग्री (Suggested Readings):

1. भाषा (ब्लूमफील्ड की 'लैंग्वेज' का अनुवाद) अनुवादक- डॉ. विश्वनाथ प्रसाद, मोतीलाल बनारसीदास, बंगलों रोड, जवाहर नगर, दिल्ली-7 चौक, वाराणसी-1 (उ.प्र.), अशोक राजपथ पटना-4 (बिहार)
2. भाषा विज्ञान, डॉ. भोलानाथ तिवारी, किताब महल, 22-ए, सरोजनीनायडू मार्ग, इलाहाबाद
3. भाषा विज्ञान की भूमिका, देवेन्द्रनाथ शर्मा, राधाकृष्ण प्रकाशन प्राइवेट लिमिटेड, 2/38, अंसारी मार्ग, दरियागंज, नई दिल्ली-110002
4. आधुनिक भाषा विज्ञान, डॉ. राजमणि शर्मा, वाणी प्रकाशन, नई दिल्ली-110002
5. भाषा और भाषा विज्ञान, गरिमा श्रीवास्तव, संजय प्रकाशन, 4378/4, डी 209 जे.एम.डी. हाउस अंसारी रोड, दरियागंज, नई दिल्ली -110002
6. Fromkin, Victoria, Robert Rodman & Nina Hyams. (2013). *An Introduction to Language* (10th ed.). Boston, MA: Cengage Learning.
7. Hockett, Charles F. (1960). Origin of Speech. *Scientific American* 203: 88-111.
8. Saussure, Ferdinand de. (1959). *Course in general linguistics* (W. Baskin, Trans.). New York: Philosophical Library. (Original work published 1916)
9. Yule, George. (2016). *The study of language* (5th ed.). Cambridge: Cambridge University Press.
10. Carroll, John B. (Ed.). (1956). *Language, thought, and reality: Selected writings of Benjamin Lee Whorf*. Cambridge, MA: MIT Press.
11. Akmajian, Adrian, Richard A. Demers, Ann K. Farmer, & Robert M. Harnish. (2017). *Linguistics: An Introduction to*

- Language and Communication (7th ed.)**. Cambridge, MA: MIT Press.
12. Crystal, David. (2003). **The Cambridge Encyclopedia of the English Language** (2nd ed.). Cambridge: Cambridge University Press.
  13. Levinson, Stephen C. (1983). **Pragmatics**. Cambridge: Cambridge University Press.
  14. Bhatia, Vijay K. (2013). **Analysing Genre: Language Use in Professional Settings**. London: Routledge.
  15. Grice, Paul. (2004). Logic and Conversation. Reprinted from **Syntax and Semantics 3: Speech Arts** (Cole et al (ed.)) (1975). pp 41-58.

## ENGLISH

### **Ability Enhancement Course (AEC-II)**

**4 Credits**

#### **Learning Outcomes:**

1. Recognize the various systems at play in Language
2. Compare and contrast human and animal communication
3. Understand the close relation between language and thought
4. Develop various skills in academic writing
5. Relate the various co-operative principles in communication with its application in daily life and professional interactions

#### **Course Objectives**

- To develop a systematic understanding of language as a complex and organized system of communication.
- To critically analyze the differences between human language and animal communication using linguistic theories.
- To explore the interrelationship between language, thought, and reality, with emphasis on social and cultural contexts.
- To enhance students' academic writing abilities, including research-based writing, proposal formulation, and ethical scholarly practices.
- To familiarize learners with the principles governing conversation and effective communication, including communicative competence and cooperative principles.
- To strengthen professional communication skills required for formal, institutional, and workplace interactions.

#### **Unit 1: Language: a system of systems (12 hours)**

Hockett's Design Features of Language; Human versus Animal Communication; Theories of Origin of Language: debates and discussions; Biological basis of language

#### **Unit 2: Language, Thought, Reality (12 hours)**

Social aspects of language – language, dialect, register, jargon, borrowing; Speech community; Linguistic Relativity – Sapir-Whorf hypothesis

#### **Unit 3: Academic Writing (12 hours)**

Writing Essay, Prose, Newspaper Column, Research Article, Seminar/Conference abstract; Writing Research Proposals; Formulating Research Questions; Research Ethics; Plagiarism

**Unit 4: Conversation and its Principles  
hours)**

(12

Competence and Performance; Communicative Competence; Gricean Maxims – Maxim of Quantity, Maxim of Quality, Maxim of Relation, Maxim of Manner

**Unit 5: Professional Communication  
hours)**

(12

Understanding discourse: Core components and operations involved in a discourse – Speaker-Hearer/ Author-Reader, Third Person (Discourse non-participants); Basic etiquettes in Official settings; Interviewer-Interviewee protocols

**Suggested Readings:**

1. Fromkin, Victoria, Robert Rodman & Nina Hyams. (2013). *An Introduction to Language* (10th ed.). Boston, MA: Cengage Learning.
  2. Hockett, Charles F. (1960). Origin of Speech. *Scientific American* 203: 88-111.
  3. Saussure, Ferdinand de. (1959). *Course in general linguistics* (W. Baskin, Trans.). New York: Philosophical Library. (Original work published 1916)
  4. Yule, George. (2016). *The study of language* (5th ed.). Cambridge: Cambridge University Press.
  5. Carroll, John B. (Ed.). (1956). *Language, thought, and reality: Selected writings of Benjamin Lee Whorf*. Cambridge, MA: MIT Press.
  6. Akmajian, Adrian, Richard A. Demers, Ann K. Farmer, & Robert M. Harnish. (2017). *Linguistics: An Introduction to Language and Communication* (7th ed.). Cambridge, MA: MIT Press.
  7. Crystal, David. (2003). *The Cambridge Encyclopedia of the English Language* (2nd ed.). Cambridge: Cambridge University Press.
  8. Levinson, Stephen C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
  9. Bhatia, Vijay K. (2013). *Analysing Genre: Language Use in Professional Settings*. London: Routledge.
  10. Grice, Paul. (2004). Logic and Conversation. Reprinted from *Syntax and Semantics 3: Speech Arts* (Cole et al (ed.)) (1975). pp 41-58.
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## **BENGALI**

### **Ability Enhancement Course (AEC-II)**

#### **4 Credits**

#### **Learning Outcomes:**

1. Recognize language as a systematic and organized mode of communication with special reference to Bengali.
2. Compare and contrast human language and animal communication using basic linguistic concepts.
3. Understand the interrelationship between language, thought, and society through relevant examples.
4. Develop academic and scientific writing skills in Bengali suitable for B.Sc. coursework.
5. Apply principles of effective conversation and communication in academic and professional contexts.

#### **Course Objectives:**

- To develop a basic understanding of language as a structured system, illustrated through Bengali language examples.
- To introduce fundamental concepts of linguistics relevant to students of science and allied disciplines.
- To explore the relationship between language, thought, and society with emphasis on communicative practices.
- To enhance academic writing skills in Bengali, including essays, reports, abstracts, and research-based writing.
- To familiarize learners with ethical academic practices such as proper referencing and avoidance of plagiarism.
- To strengthen professional and institutional communication skills required in academic and scientific environments.

#### **Unit 1: Language: a system of systems (ভাষা: একটি ব্যবস্থার সমষ্টি) (12 hours)**

Language as a system (একটি সুসংগঠিত ব্যবস্থা হিসেবে ভাষা); Hockett's Design Features of Language (হকেটের ভাষার নকশাগত বৈশিষ্ট্যসমূহ); Human versus Animal Communication (মানব ভাষা ও প্রাণী যোগাযোগের তুলনা); Theories of Origin of Language: brief debates and discussions (ভাষার উৎপত্তি সংক্রান্ত তত্ত্বসমূহ—সংক্ষিপ্ত আলোচনা ও বিতর্ক); Biological basis of language (ভাষার জৈবিক ভিত্তি)

#### **Unit 2: Language, Thought, Reality (ভাষা, চিন্তা, বাস্তবতা) (12 hours)**

Social aspects of language – language, dialect, register, jargon, borrowing (ভাষার সামাজিক দিকসমূহ – ভাষা, উপভাষা, রেজিস্টার, শব্দজাল, শব্দঋণ); Speech community (ভাষিক সম্প্রদায়); Linguistic Relativity – Sapir-Whorf hypothesis (ভাষাগত আপেক্ষিকতা—স্যাপির-হোয়ার্ফ অনুমান)

**Unit 3: Academic Writing (একাডেমিক রচনা)**

**(12 hours)**

Writing Essay (প্রবন্ধ রচনা), Prose (গদ্য রচনা), Newspaper Column (সংবাদপত্রের কলাম রচনা), Research Article (গবেষণামূলক প্রবন্ধ), Seminar/Conference Abstract (সেমিনার/সম্মেলনের সারসংক্ষেপ), Writing Research Proposals (গবেষণা প্রস্তাবনা রচনা), Formulating Research Questions (গবেষণা প্রশ্ন নির্ধারণ), Research Ethics (গবেষণা নীতিশাস্ত্র), Plagiarism (সাহিত্যচৌর্য/নকলকরণ)।

**Unit 4: Conversation and its Principles (কথোপকথন ও এর নীতিসমূহ)**

**(12 hours)**

Competence and Performance (দক্ষতা ও প্রদর্শন); Communicative Competence (যোগাযোগমূলক দক্ষতা); Gricean Maxims (গ্রাইসের নীতি) – Maxim of Quantity (পরিমাণ নীতি), Maxim of Quality (গুণমান নীতি), Maxim of Relation (প্রাসঙ্গিকতার নীতি), Maxim of Manner (আচরণ নীতি)

**Unit 5: Professional Communication (পেশাগত যোগাযোগ)**

**(12 hours)**

Understanding Discourse: Core components and operations involved in a discourse (বিবৃতি বোঝা: একটি বিবৃতিতে অন্তর্ভুক্ত মূল উপাদান ও প্রক্রিয়াসমূহ) – Speaker-Hearer/Author-Reader (বক্তা-শ্রোতা / লেখক-পাঠক), Third Person (Discourse non-participants) (তৃতীয় ব্যক্তি – বিবৃতির অপ্রত্যক্ষ অংশগ্রহণকারীগণ); Basic etiquettes in Official settings (আধিকারিক পরিবেশে মৌলিক আচরণবিধি); Interviewer-Interviewee protocols (সাক্ষাৎকার গ্রহণ ও প্রদান সংক্রান্ত নিয়মাবলী)।

**Suggested Readings:**

1. আজাদ, হুমায়ুন. (2012). ভাষাশিক্ষা ও ভাষাবিজ্ঞান পরিচিতি. ঢাকা: আগামী প্রকাশনী.
2. চট্টোপাধ্যায়, সুনীতিকুমার. (1960). ভাষাবিজ্ঞান পরিচয়. কলকাতা: আনন্দ পাবলিশার্স.
3. শং, রামেশ্বর. (1984). সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা. কলকাতা: পুস্তক বিপণি.
4. Yule, George. (2016). The Study of Language (5th ed.). Cambridge: Cambridge University Press.
5. Fromkin, Victoria; Rodman, Robert; Hyams, Nina. (2013). An Introduction to Language (10th ed.). Boston, MA: Cengage Learning.
6. Crystal, David. (2003). The Cambridge Encyclopedia of Language (2nd ed.). Cambridge: Cambridge University Press.

## Ability Enhancement Course (AEC-II) - Mizo

### Learning Outcomes:

Credits 4

1. Recognize the various systems at play in Language (Tawng kal hmang hriat thiamna)
2. Compare and contrast human and animal communication (Mihring leh ram sate inbiakpawh tawna inanna lai leh inan lohna lai zira khaikhin)
3. Understand the close relation between language and thought (Tawng leh rilru inlaichinna lai hriat thiam)
4. Develop various skills in academic writing (Kawng hrang hranga academic writing lama hmasawntir)
5. Relate the various co-operative principles in communication with its application in daily life and professional interactions (Ni tin hnaah leh thiam thil thawnaa inbiakpawh tawna hmanraw pawimawh hrang hrangte inzawm dan leh hman tangkai dan)

### Objectives of AEC-II

- To develop a systematic understanding of language as a complex and organized system of communication. (Tawng leh tawngkam bungrua hre thiam tura siam)
- To critically analyze the differences between human language and animal communication using linguistic theories. (Linguistic theory hmanga mihringte tawngkama an inbiakpawh tawna leh ramsate inbiakpawh tawna danglam dan chik taka endik)
- To explore the interrelationship between language, thought, and reality, with emphasis on social and cultural contexts. (Tawng, rilru leh thudik te inkungkaih dan, an khawtlang leh hnamzia ang zela sawi)
- To enhance students' academic writing abilities, including research-based writing, proposal formulation, and ethical scholarly practices. (Thuziak lama zir laite hmasawntir, hemi hian zir bingnaa ziah dan te, rawtna ziah dan bakah lehkha zir sangte tih dan kalhmang te a huam)
- To familiarize learners with the principles governing conversation and effective communication, including communicative competence and cooperative principles. (Zir laite chu principles governing conversation and effective communication hmel hriattir a, an hman tangkai tura thiamtir)

- To strengthen professional communication skills required for formal, institutional, and workplace interactions. (Mi mal, zirna leh hna thawhnaa an tawngkam hman dan kawnga tih hmasawn)

**Unit 1: Language: a system of systems (Tawng: thil hrang hrang inphuar khawm) (12 hours)**

Hockett's Design Features of Language; Human versus Animal Communication; Theories of Origin of Language: debates and discussions; Biological basis of language (Hockett-a ngaih dana tawng hmelhmang; Mihring leh ramsa inbiak pawhna; Tawng bulthut rin dan hrang hrang: Inhnialfiamna leh sawi hona; Biological basis of language)

**Unit 2: Language, Thought, Reality (Tawng, Rilru leh Thudik) (12 hours)**

Social aspects of language – language, dialect, register, jargon, borrowing; Speech community; Linguistic Relativity – Sapir-Whorf hypothesis (Vantlang/khawtlang tawng ziarang – tawng, bial khata tawng hman bik, chhinchhiahna, tawng ler – thenkhat hman dan bik, mi tawng seng luh; Tawng Inang Hmangtute; Tawng Zirna Inkungkaih Dan – Sapir-Whorf hypothesis)

**Unit 3: Academic Writing (12 hours)**

Writing Essay, Prose, Newspaper Column, Research Article Seminar/Conference abstract; Writing Research Proposals; Formulating Research Questions; Research Ethics; Plagiarism (Essay, Thu tluang, Chanchin bu Column, Zir bingna Article Seminar/Conference laktawi; Zirbingna Ruangam ziah; Zir bingna zawhna siam; Zirbingnaa Chhia leh Tha Hriatna; Mi thuziak sa ruk)

**Unit 4: Conversation and its Principles (12 hours)**

Competence and Performance; Communicative Competence; Gricean Maxims – Maxim of Quantity, Maxim of Quality, Maxim of Relation, Maxim of Manner (Tawng Kalhmang Hriat Thiamna leh Hman Thiamna; Nal Taka Tawng Hman Thiamna; Gricean Maxims –Thu Bengvarthlak, Thu Dik, Thu Sawi Lai Nen Inzawm, Thu Tawi Fel)

**Unit 5: Professional Communication (12 hours)**

Understanding discourse: Core components and operations involved in a discourse – Speaker- Hearer/ Author-Reader, Third Person (Discourse non-participants); Basic etiquettes in Official settings; Interviewer-Interviewee protocols (Thusawi Hriat Thiam: Thil pawimawh ber ber hriat ngai leh a hman dan hriatthiam ngaite – Thu sawitu ngaithlatu/Lehkha bu ziaktu chhiartu, Mi Pathumna (Titinaa tel ve lo); Mi Biangbiak dan Tlanglawn *Official-a* Hmin Thin; Vohkawmtu-Vohkawm Inkawm Dan)

### Suggested Readings:

1. Ramdinmawii, R. *Linguistics Kamkeuna*. Songbird Publication, Electrict Veng, Aizawl. 1<sup>st</sup> Ed. 2023.
2. Laltleipuii. *Mizo Ṭawng Ri Ziarang*. KL Offset Printers, Upper Khatla, Aizawl. 2021 Print.
3. Chhangte, Ralluui. *Mizo Ṭawng Chikna*. Zoeng Offset Press, 7<sup>th</sup> Day Tlang, Aizawl. 2010 Print.
4. Fanai, Lalrindiki T. "Mizo Ṭawng Kalhmang". *Fungki*. College Text Book (Mizo) Editorial Publication. 2<sup>nd</sup> Ed. 2007.
5. Zoramdinthara and H. Laldinmawia. *Zoṭawng: Nihphung, Dinmun leh Hmathlir*. Dept. of Mizo, Pachhunga University College. 1<sup>st</sup> Ed. 2013.
6. Fromkin, Victoria, Robert Rodman & Nina Hyams. (2013). *An Introduction to Language* (10th ed.). Boston, MA: Cengage Learning.
7. Hockett, Charles F. (1960). *Origin of Speech*. *Scientific American* 203: 88-111.
8. Saussure, Ferdinand de. (1959). *Course in general linguistics* (W. Baskin, Trans.). New York: Philosophical Library. (Original work published 1916)
9. Yule, George. (2016). *The study of language* (5th ed.). Cambridge: Cambridge University Press.
10. Carroll, John B. (Ed.). (1956). *Language, thought, and reality: Selected writings of Benjamin Lee Whorf*. Cambridge, MA: MIT Press.
11. Akmajian, Adrian, Richard A. Demers, Ann K. Farmer, & Robert M. Harnish. (2017). *Linguistics: An Introduction to Language and Communication* (7th ed.). Cambridge, MA: MIT Press.
12. Crystal, David. (2003). *The Cambridge Encyclopedia of the English Language* (2nd ed.). Cambridge: Cambridge University Press.
13. Levinson, Stephen C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
14. Bhatia, Vijay K. (2013). *Analysing Genre: Language Use in Professional Settings*. London: Routledge.

## Ability Enhancement Course (AEC-II)- Hmar (MIL)

4 Credits

### Inchûknain A Ra Suok Dinghai (Learning Outcomes):

1. Ṭawnga kalhmang hran hran sin thaw chu hriet. (*Recognize the various systems at play in Language*)
2. Mihriem inbiekpawna le ran/ramsa inbiekpawna chu khaikhin. (*Compare and contrast human and animal communication*)
3. Ṭawng le ngaituona inlaichinna dân chu hriet chieng. (*Understand the close relation between language and thought*)
4. Academic writing tienga thiemna chi hran hrana hmasawn. (*Develop various skills in academic writing*)
5. Inbiekpawnaa ṭhang ruol hlak innghatna bul hran hran chu ni tin nun le sin thawna leh inzawmtir. (*Relate the various co-operative principles in communication with its application in daily life and professional interactions*)

### AEC-II-in A Tum (Objectives of AEC-II)

- Ṭawng hi inbiekpawna dinga kalhmang fel tak hnuoia inrêlbâwl a ni dân a bat bata hriet chiengna kawnga hma insâwntir. (*To develop a systematic understanding of language as a complex and organized system of communication.*)
- Linguistics Theory dang danga hmanga mihriem Ṭawng le ran/ramsa inbiekna danglamna chu chik taka sui le le thethâwp. (*To critically analyze the differences between human language and animal communication using linguistic theories.*)
- Ṭawng, ngaituona le a tak tak thil hai inkûngeina chu vântlâng nun le nunphunga inthawka zawng suok/sui suok. (*To explore the interrelationship between language, thought, and reality, with emphasis on social and cultural contexts.*)
- Thiem inchûkna thil le kawng hran hrana inchûklaihai ziek thiemna chu sukpong/hma insâwntir. (*To enhance students' academic writing abilities, including research-based writing, proposal formulation, and ethical scholarly practices.*)
- Inchûklaihai chu 'communicative competence' le 'cooperative principles' hai ṭhang sain, inbiekna amani inbiekpawna changtlung siemtu kalhmang le innghatna bulhai chu inhmêlhrietir. (*To familiarize learners with the principles governing conversation and effective communication, including communicative competence and cooperative principles.*)
- Dân ang taka thil thil thawna, inchûkna hmun le sin thawna hmunin a ṭil inbiekpawna thiem thil chu suknghet. (*To strengthen professional communication skills required for formal, institutional, and workplace interactions.*)

### Unit 1: Ṭawng: Kalhmang sũaga kalhmang (Language: a system of systems) (12 hours)

Hockett-in a Induong Ṭawng Hmêlhmang/Zierâng (*Hockett's Design Features of Language*); Mihriem Inbiek Dân le Ramsa Inbiek Dân (*Human versus Animal Communication*); Ṭawng Ṭobul Thua Thlîrna (ngaiphan) Dang Dang (*Theories of Origin of Language*): inepsêlna thu le hril tlângna thu (*debates and discussions*); Ṭawng ṭobul innghatna (*Biological basis of language*)

### Unit 2: Ṭawng, Ngaituona, A Tak (Language, Thought, Reality) (12 hours)

Vântlâng thila inthawk ƣawng inlang dân amani ƣawng hmêl put (*Social aspects of language*) – ƣawng (*language*), biel khat ƣawng/chi pêng ƣawng (*dialect*), a hun le hmun zira ƣawng hmang (*register*), hawn/pâwl khatin an hmang bîk ƣawng (*jargon*), hnam dang ƣawng haw (*borrowing*); ƣawng inang hmangna hmun/vântlâng (*Speech community*); ƣawng ei hmang pei hin ei ngaituo dân le thil ei thlîr dân a thunun amani a hne a nih ti ngai dân (*Linguistic Relativity*) – Sapir-Whorf hypothesis

**Unit 3: Thiem Inchûkna Ziek Dân Hmang (Academic Writing) (12 hours)**

Thusep ziek, Thutluong, Chanchinbu Huong, Suina Thuziek, Seminar/Conference thu hlawm (*Writing Essay, Prose, Newspaper Column, Research Article, Seminar/Conference abstract*); Sui Ding Rawtna Thu Ziek (*Writing Research Proposals*); Sui ding thil le inzawma indawnnahai chu umze nei taka induong (*Formulating Research Questions*); Research Kalhmang le dân le dún (*Research Ethics*); Mi ziek sa inrûk (*Plagiarism*)

**Unit 4: Inbiekna le a'n Nghatna Bulhai (Conversation and its Principles) (12 hours)**

Mihriema um ƣawng kalhmang hrietna le a taka hmangna (*Competence and Performance*); mihriema um inbiekpawna kawnga ƣawng thiemna (*Communicative Competence*); Grice Induong Kalhmanghai (*Gricean Maxims*) – Hriet awlsam dinga tâwi fel taka hril dân kalhmang (*Maxim of Quantity*), Fie thei ding chau indik taka hril dân kalhmang (*Maxim of Quality*), Pêng kâwi lova a thupuia inbûr dân kalhmang (*Maxim of Relation*), Felfai le famkim taka hril dân kalhmang (*Maxim of Manner*)

**Unit 5: Sin le Inzawma Inbiekpawna (Professional Communication) (12 hours)**

Discourse Bêl Chiengna (*Understanding discourse*): Discourse thlungpui le kaupêng dang dang (*Core components and operations involved in a discourse*) – Hrilu le Ngaithlatu/Ziektu le Tiemtu (*Speaker-Hearer/Author-Reader*), Inbieknaa ƣhang si lo an chungchâng hrilhai {*Third Person (Discourse non-participants)*}; Dân Zuina Hmuna Châng Dân Mâwi (Basic etiquettes in Official settings); Inbiekpuitu le Inbiekpuihai Um Dân (*Interviewer-Interviewee protocols*)

**Tiem Dinghai (Suggested Readings):**

1. Hmar Literature Society. (2026). **ƣawng Kalhmang.**
- 3. Hockett Induong ƣawng Hmêlhmang (*Hockett's Design Features of Language*)
- 4. Mihriem Inbiek Dân le Ramsa Inbiek Dân (*Human versus Animal Communication*)
- 5. ƣawng ƣobul Thua Thlîrna (ngaiphan) Dang Dang (*Theories of Origin of Language*): inepsêlna thu le hril tlângna thu (*debates and discussions*)
- 6. ƣawng ƣobul inngatna (*Biological basis of language*)
- 7. Vântlâng thila inthawk ƣawng inlang dân amani ƣawng hmêl put (*Social aspects of language*):  
7.1 ƣawng (*language*) 7.2 Biel khat ƣawng/chi pêng ƣawng (*dialect*) 7.3 A hun le hmun zira ƣawng hmang (*register*) 7.4 Hawn/Pâwl khatin an hmang bîk ƣawng (*jargon*) 7.5 Hnam dang ƣawng haw (*borrowing*)
- 8. ƣawng inang hmangna hmun/vântlâng (*Speech community*)
- 9. ƣawng ei hmang pei hin ei ngaituo dân le thil ei thlîr dân a thunun amani a hne a nih ti ngai dân (*Linguistic Relativity*) – Sapir-Whorf hypothesis

2. Hmar Literature Society. (2026). **Kulva**.

- 3.1 Mihriema um Ṭawng kalhmang hrietna le a taka hmannga (*Competence and Performance*) 3.2 Mihriema um inbiekpawna kawnga Ṭawng thiemna (*Communicative Competence*)
- 4.2 Inbiekpawna Kawnga A'n Nghatnahai (Cooperative Principles) 4.3 Grice Induong Kalhmanghai (*Gricean Maxims*)
- 5.1 Discourse 5.2 Discourse thlungpui le kaupêng dang dang (*Core components and operations involved in a discourse*)– 5.2.1 Hrilu le Ngaithlatu/Ziektu le Tiemtu (*Speaker-Hearer/Author-Reader*) 5.2.2 Inbieknaa ṭhang si lo an chungchâng hrilhai {*Third Person (Discourse non-participants)*}
- 6.2 Dân Zuina Hmuna Châng Dân Mâwi (Basic etiquettes in Official settings) 6.3 Inbiekpuitu le Inbiekpuihai Um Dân (*Interviewer-Interviewee protocols*)

3. Lallungawi Hmar. (2025). **Hmar Morphology & Syntax**

- Thu Kêu Hawngna (Introduction): I. Ṭawng (Language) II. Ṭawng Zierânghai (characteristics of Language) III. Linguistics IV. Linguistics concepts V. Grammar VI Prescriptive Grammar & Descriptive Grammar
- Part I: 1.2. Monosyllabic Language & Tonal Language 1.3 Thumal (word) & Thumal Inkhina
- Part II: 1.3 Thuchângkim Hrietna (Syntactic Competence)

4. Hmar Literature Society. (2026). **Thiem Ziek Bu**

- Part II: 1. Introduction to Academic Writing 2. Features and conventions of Academic Writing 3. Academic Prose 4. The Academic Essay 5. Writing for Public and Semi-Academic Audiences 6. Introduction to Research Writing 7. Writing a Research Article 8. Seminar and Conference Writing 9. Research Proposals 10. Formulating Research Questions 11. Documentation, Citation and Referencing 12. Research Ethics 13. Plagiarism and Academic Integrity 14. Editing, Proofreading and Academic Style

5. Lallungawi Hmar & Prof. (Retd.) Dr. Lal Dena. 2024. **Advanced Hmar Grammar And Composition**

- Part IV: 1.1 Composition 1.2 Paragraph 2. Comprehension 5. Essay

6. Fromkin, Victoria, Robert Rodman & Nina Hyams. (2013). **An Introduction to Language** (10th ed.). Boston, MA: Cengage Learning.

7. Hockett, Charles F. (1960). Origin of Speech. **Scientific American** 203: 88-111.

8. Saussure, Ferdinand de. (1959). **Course in general linguistics** (W. Baskin, Trans.). New York: Philosophical Library. (Original work published 1916)

9. Yule, George. (2016). **The study of language** (5th ed.). Cambridge: Cambridge University Press.

10. Carroll, John B. (Ed.). (1956). **Language, thought, and reality: Selected writings of Benjamin Lee Whorf**. Cambridge, MA: MIT Press.

11. Akmajian, Adrian, Richard A. Demers, Ann K. Farmer, & Robert M. Harnish. (2017). **Linguistics: An Introduction to Language and Communication** (7th ed.). Cambridge, MA: MIT Press.

12. Crystal, David. (2003). **The Cambridge Encyclopedia of the English Language** (2nd ed.). Cambridge: Cambridge University Press.

13. Levinson, Stephen C. (1983). **Pragmatics**. Cambridge: Cambridge University Press.

14. Bhatia, Vijay K. (2013). **Analysing Genre: Language Use in Professional Settings**. London: Routledge.

# Ability Enhancement Course (AEC-II)

## PAITE (MIL)

4 Credits

### ZILNA GAHSUAHTE (*Learning Outcomes*):

1. Pau leh akahiang tuamtuamte sephawmdan pompoh  
(*Recognize the various systems at play in Language*)
2. Mihing leh gamsate kithuzaktuahdan ngenteltak a bukkak  
(*Compare and contrast human and animal communication*)
3. Pau leh lungsim ngaihtuahna kichimatdan theihshiam  
(*Understand the close relation between language and thought*)
4. Siamsinna toh kisai a laigelh siamdan chituamtuam khanletsak  
(*Develop various skills in academic writing*)
5. Niteng hinkhua leh sepna mun a akizatdan toh kiton a kithuzaktuahna paidan bulpote kichimatsak. (*Relate the various co-operative principles in communication with its application in daily life and professional interactions*)

### AEC - II TUP-LE-NGIM (*Objectives of AEC - II*)

- Kithuzaktuahna kizom diudeu leh apawlpawl a khen bang a paidan zuih nei a pau-le-ham theihshiamna khansak ding (*To develop a systematic understanding of language as a complex and organized system of communication*).
- Pau suina ngaihdante zang a mihingte pau-le-ham leh gantate kithuzaktuahna' kibatlouhna ngenteltak a suichet ding (*To critically analyze the differences between human language and animal communication using linguistic theories*).
- Khotang leh tawndan ngeinate pansan a pau-le-ham, ngaihtuahna leh ataktak hihna kisamkaihtuah uh ahindan luhsuah ding (*To explore the interrelationship between language, thought and reality with emphasis on social and cultural contexts*).
- Thilsuina pansan a laigelh, pilvangtak a septuahna thukup leh lunggel toh kisai siamtuam bik neite chiindan tel a sinlai naupangte' laigelh siamna punsak sem ding (*To enhance students' writing abilities, including research-based writing, proposal formulation, and ethical scholarly practices*).
- Kithuzaktuah kivatna leh pankhawmna kingakna bulpi tel a siamsinte kihoulimna kichian leh kithuzaktuahna phatuam theihchet sem ding (*To familiarize learners with the principles governing conversation and effective communication, including communicative competence and cooperative principles*).
- Mun poimoh, siamsinna leh nasepna mun a ding a kul kithuzaktuahsiamna tuam bikte neihna hatsak sem ding (*To strengthen professional communication skills required for formal, institutional and workplace interactions*).

**Unit 1: Pau-le-ham: Paidante zuihdan (*Language: a system of systems*) (12 hours)**

Hockett' Pau-le-ham Kilatdan Gelkholh (*Hockett's Design Feature of Language*); Mihing leh Ganta Kithuzaktuahna (*Human versus Animal Communication*); Pau-le-ham Piankhiakna Thubul Ngaihdante: kinialna leh kikupkhawmna; Thilhingte pansan a pau-le-ham (*Theories of Origin of Language: Debates and discussions; Biological basis of language*)

**Unit 2: Pau-le-ham, Ngahtuahna, Taksuahna (*Language, Thought, Reality*) (12 hours)**

Khotang a pau-le-ham kilatdan (*Social aspects of language*) – pau-le-ham (*language*), tual pau (*dialect*), thumal zatdan (*register*), Nasep toh kisai bik a pazat (*jargon*), khelhtawm (*borrowing*); Teengkhawm mituamtumte paukhiak (*Speech community*); Pau in a sukkhak (*Linguistic Relativity – Saphir-Whorf hypothesis*).

**Unit 3: Siamsinna toh kisai a Laigelh (*Academic Writing*) (12 hours)**

Thugelth (*Writing Essay*), Tangthu gelh (*Prose*), Tanchinbu gelh (*Newspaper Column*), Thilsui thugelth (*Research Article*), Kihoukhawmna/Khawmpi thupukna laktom (*Seminar/Conference abstract*); Thilsuina Thukup Gelhdan (*Writing Research Proposals*); Thilsuina Dotna Guhgel bawldan (*Formulating Research Questions*); Diktattak a Thilsuina (*Research Ethics*); Midangte a guksak (*Plagiarism*).

**Unit 4: Kihoulimna leh Akingakna Bulpite (*Conversation and its Principles*) (12 hours)**

Chitna leh Sepdan (*Competence and Performance*); Kithuzaktuah thei ding a chitna neih (*Communicative Competence*); Gricean Thupilte –Thupil Dik tham, Thupil Dik hulhual, Kizopna Thupil, Omdan Thupil; *Gricean Maxims – Maxim of Quantity, Maxim of Quality, Maxim of Relation, Maxim of Manner*)

**Unit 5: Nasepna a Kithuzaktuahna (*Professional Communication*) (12 hours)**

Gen-otdan Theihsiamna (*Understanding discourse*): Gen-otna toh kisai a pom a neihte leh sepkhiakdan laigil (*Core components and operations involved in a discourse*) – Agentu-Azatu (*Speaker-Hearer*)/ Laibu bawltu-Asimtu (*Author-Reader*), Azasawntu (Gen-uang a pangloute) [*Third Person (Discourse non-participants)*]; Nasepna mun a paidan ding lemgelna nasep panpihtu masa (*Basic etiquettes in Official settings*); Thudongtu leh adawngtu zuihtuakte (*Interviewer-Interviewee protocols*).

### **Suggested Readings:**

1. Fromkin, Victoria, Robert Rodman, and Nina Hyams. (2013). ***An Introduction to Language*** (10th Edition). Boston, MA: Cengage Learning.
2. Hockett, Charles F. (1960). Origin of Speech. ***Scientific American*** 203: 88-111
3. Saussure, Ferdinand de. (1959). ***Course in General Linguistics*** (W. Baskin, Trans.).
4. Yule, George. (2016). ***The study of Language*** (5<sup>th</sup>. ed.). Cambridge: Cambridge University Press.
5. Carroll, John B. (Ed.). (1956). *Language, thought and reality: Selected writing of Benjamin Lee Whorf*. Cambridge, MA: MIT Press.
6. Akmajian, Adrian, Richard A. Demers, Ann K Farmer, & Robert M Hamish. (2017). ***Linguistics: An Introduction to Language and Communication*** (7<sup>th</sup> ed.). Cambridge, MA: MIT Press.
7. Crystal, David. (2003). ***The Cambridge Encyclopaedia of the English Language*** (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press.
8. Levinson, Stephen C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
9. Bhatia, Vijay K (2013). ***Analysing Genre: Language Use in Professional Settings***. London: Routledge.
10. Grice, Paul (2004). *Logic and Conversation*. Reprinted from ***Syntax and Semantics 3: Speech Arts*** (Cole et al (ed.)) (1975). pp 41-58.

## THADOU-KUKI

### **Bawltheina Belap Simbuom (BBS-II) Ability Enhancement Course (AEC-II)**

4 Credits

#### **Thiemjil Agasuohdohho (Learning Outcomes):**

1. Lam chuom chuom a Pao chedaan meelchih ding  
(Recognize the various systems at play in Language)
2. Mihiem kijahmatna le gan kijahmatna vetkah ding chule ama ni kibahlouna hetkhen ding  
(Compare and contrast human and animal communication)
3. Lunggel a kuon pao hung poudohdaan kisamkaina het ding  
(Understand the close relation between language and thought)
4. Jilgilna lekhajih thiepnna chuom chuomho nei ding  
(Develop various skills in academic writing)
5. Kijahmatna a kijui lhongpi chuom chuomho toh nitin hinkho le tohthiepnna lam a hicheho akimandaan kimatna het ding  
(Relate the various co-operative principles in communication with its application in daily life and professional interactions)

#### **Simbuom in Atupho (Course Objectives)**

- Pao hi ning le kah tam chule chena lhongpi phatah khat kijui a kijahmatna khat a ahi ti a kichiehtah a het guot ding.  
(To develop a systematic understanding of language as a complex and organized system of communication).
- Mihiem kijahmatna daan le gan kijahmatna daan linguistic theories mangcha a ama ni kibahlounaho thuhtah a khuolchil ding.  
(To critically analyze the differences between human language and animal communication using linguistic theories).
- Jalhaang le chonnadolho ha manchah a Pao, lunggel chule thil dih umho kikahlah a akisamkaina u khuoldoh ding.  
(To explore the interrelationship between language, thought, and reality, with emphasis on social and cultural contexts).
- Jillaiho jilgil lekhajih theinaho, khuolgil-lam lekhajih, khuolgil nuom puohdoh siemtoh daan, chule lekhathiem khat in ajui tei dinga phaho jillaiho hetsah ding.  
(To enhance students' academic writing abilities, including research-based writing, proposal formulation, and ethical scholarly practices).
- Kihoulimnaa kijuilhongpi le phatah a kijahmatna, thiemtah a kijahmattheina ding chule cooperative principleho jillaiho hetsah masat ding.  
(To familiarize learners with the principles governing conversation and effective communication, including communicative competence and cooperative principles).
- Guuntah a kihetona, thiemjilnamunho a kihettuona, chule natohnamun a kihettuona angaicha kijahmatna thiepnaho nei tam sah ding.

(To strengthen professional communication skills required for formal, institutional, and workplace interactions).

**Beh 1: Pao: chena lhongpiho a chena lhuongpi khat (Language: a system of systems) (12 hours)**

Hockett in asuhto Pao hinaho; Mihiem Kijahmatna toh Gan Kijahmatna lepna; Pao hung Piendoh/poudoh daan thusuhtuoho: kiniilna le seikhomnaho; Piendol a pao kijil/poudohdaan (Hockett's Design Features of Language; Human versus Animal Communication; Theories of Origin of Language: debates and discussions; Biological basis of language)

**Beh 2: Pao, Lunggeel, Thildih (Language, Thought, Reality) (12 hours)**

Jalhaang a pao umdaan– pao, paobah, thusei/pao daanjat chuom chuomho, Paolhem, pao lambe; Pao kibahpi; Sapir-Whorf in hidingham ti a asei – I pao man/tho hin lunggeel, thilmudaan, chule leisiet hi ichen a i hetthiem em ti a mudohsah in ahi  
(Social aspects of language – language, dialect, register, jargon, borrowing; Speech community; Linguistic Relativity – Sapir-Whorf hypothesis)

**Beh 3: Jilgil Lekhajih (Academic Writing) (12 hours)**

Thulhuon Jih, Thimthu, Thusoh beh jih, Khuolchilna lekhajih, Kihoulhina/lunggeel sekhomna thulahchom; Khuolgil ding i dei thupuohdohnaho; Khuolgilna dinga thudohho Guontuoh; Khuolgilna bawlina a jui ding chondaanho; Chihnaguh  
(Writing Essay, Prose, Newspaper Column, Research Article, Seminar/Conference abstract; Writing Research Proposals; Formulating Research Questions; Research Ethics; Plagiarism)

**Beh 4: Kihoulimna le hiche a kijuilhuongpiho (Conversation and its Principles) (12 hours)**

Pao chungchang i het toh hiche pao chu itii man chah ding ham; Pao khat a apaopuidihi het kalval a phatah le hoitah a nitin kijahmatna a itimanachah ding ham; Grecian Thugilho – Aphabepseu a thusei, Thutah sei, Sei ding dol dol sei, Kichiehtah a baanneicha sei, akichiehlou sei lou ding  
(Competence and Performance; Communicative Competence; Gricean Maxims – Maxim of Quantity, Maxim of Quality, Maxim of Relation, Maxim of Manner)

**Beh 5: Natothheimnalam Kijahmatna (Professional Communication) (12 hours)**

Jalhaang a kimang pao a chu thuguolho, akipe thuho, chule kihoulimnaho chu paopuidih ahilouleh paocheng achang changa aum kalval a iti kiman ham: hichethu a thilthupicheh 5 (nga) chule pao kimandaan a thilthupicheh 7 (sagi) umho – Thusei le angai/ Lekhasun le asim, Michuombah daan a kigeel/kikoi; Guntah a pao tho/jihna a jui ding chondaan phabepho; Lhenchilbawl le lhenchilmi nit ding daanho  
(Understanding discourse: Core components and operations involved in a discourse – Speaker-Hearer/ Author-Reader, Third Person (Discourse non-participants); Basic etiquettes in Official settings; Interviewer-Interviewee protocols)

Suggested Readings:

1. Haokip, Ngamkhohao, (2026). ***Pao Chena Lhuongpiho***. Thadou-Kuki Literature Society, Kangpokpi
2. Fromkin, Victoria, Robert Rodman & Nina Hyams. (2013). ***An Introduction to Language*** (10th ed.). Boston, MA: Cengage Learning.
3. Hockett, Charles F. (1960). ***Origin of Speech***. *Scientific American* 203: 88-111.
4. Saussure, Ferdinand de. (1959). ***Course in general linguistics*** (W. Baskin, Trans.). New York: Philosophical Library. (Original work published 1916)
5. Yule, George. (2016). ***The study of language*** (5th ed.). Cambridge: Cambridge University Press.
6. Carroll, John B. (Ed.). (1956). ***Language, thought, and reality: Selected writings of Benjamin Lee Whorf***. Cambridge, MA: MIT Press.
7. Akmajian, Adrian, Richard A. Demers, Ann K. Farmer, & Robert M. Harnish. (2017). ***Linguistics: An Introduction to Language and Communication*** (7th ed.). Cambridge, MA: MIT Press.
8. Crystal, David. (2003). ***The Cambridge Encyclopedia of the English Language*** (2nd ed.). Cambridge: Cambridge University Press.
9. Levinson, Stephen C. (1983). ***Pragmatics***. Cambridge: Cambridge University Press.
10. Bhatia, Vijay K. (2013). ***Analysing Genre: Language Use in Professional Settings***. London: Routledge.
11. Grice, Paul. (2004). ***Logic and Conversation. Reprinted from Syntax and Semantics3: Speech Arts*** (Cole et al (ed.)) (1975). pp 41-58.

## TANGKHUL

### Ability Enhancement Course (AEC-II)

4 credits

#### **Katamwui athei:**

1. Tui li ārā ngateiteitazang ta khaleibing āmachut sā khavai (Recognize the various systems at play in Language)
2. Mikumo eina sāyur-vāyur wui tuihan chanhan li khangarai kala khangatei (Compare and contrast human and animal communication)
3. Tui eina kaphaning wui nganailak kahai angasun/angashik li bhaptā khangasak (Understand the close relation between language and thought)
4. Katam-kasha wui kakapi worthem ngateitei dali reisang khangasak (Develop various skills in academic writing)
5. Tuihan chanhan wui khamataiya principles bing chi thangthang wui mirin li, kala otsin-ophun pamli shichin thei khavai (Relate the various co-operative principles in communication with its application in daily life and professional interactions)

#### **Course Objectives:**

- Tui/Tangkhul tui wui asak-avat kala ara bing tamkhuida bhāp talak eina, kala khamashung eina chanpao mingarokthei khavai (To develop a systematic understanding of language as a complex and organized system of communication.)
- Linguistic wui tuipong tui shichin laga thuklak eina mikumo kala sāyur-vāyur wui tuihan chanhan wui ngatei khangarok meikakhai (To critically analyze the differences between human language and animal communication using linguistic theories.)
- Yarui kala ngashan wui tuizan li ngaheo yang laga tui, kaphaning kala kachang kharing wui alungli ngashik khangarokwui maram li khayang, (To explore the interrelationship between language, thought, and reality, with emphasis on social and cultural contexts.)
- Katamnaobingwui kakapi li ngachonmi khavai, research li thesis kakapi kathali, proposal hithada semra kachi hang kachithe, kala scholar akhana sakhangayimasakhangayiwui zatkhanā katam (To enhance students' academic writing abilities, including research-based writing, proposal formulation, and ethical scholarly practices.)
- Katamnaobingli tuihan chanhan wui principles, tui eina chanpao khami hi chalak eina kala bhāp talak eina apam ngateiteitali mikathe, kala chanpao khamili nganantap eina mikhavai wui principles bing hi katamnaoli mathalak eina theithangmei ngasak khavai (To familiarize learners with the principles governing conversation and effective communication, including communicative competence and cooperative principles.)

- Yaruishangli, otpamli kala worshimli khamatuiwui worthem darker kasa bingchi tamkhui khavai (To strengthen professional communication skills required for formal, institutional, and workplace interactions.)

**Unit 1: Tui: akai kachungkha eina semkakhuiya system (Language: a system of systems)**

**(12 hours)**

Hockett wui ‘Design Features of Language’: Mikumo eina sayur-vayur wui khangarui kala ngatei khangarok; Tui matui wui angayung: ngaphat ngayei kala ngasan khangarum; mikumo wui tui matui li ithumwui phasa akai bingna kathada ngachonmi kala kathada tui matui khala? (Hockett’s Design Features of Language; Human versus Animal Communication; Theories of Origin of Language: debates and discussions; Biological basis of language)

**Unit 2: Tui, ning phanin, kachang kharing (Language, Thought, Reality) (12 hours)**

**Yarui tuimatui wui asak-arā** (Social aspects of language) - tui (language), tui akhawui ayur apam apam athi shurda mi ngateiteida na vocabulary li or accent, grammar or pronunciation li khangatei laga khamatui (dialect), atui-ala apam, mi kala ot darker kasa athi shurda shikachin tui (register), subject akhawui matang li mathalak eina mi kaikhana shikajin tuiyar (jargon), tuiyar ramtui khangatei wui eina khui laga kachacha ramtui wui tuimatui li shikachin (borrowing); kha ram tui ākha khamatuiya ruichumnao (Speech community); kathada tui na ithumwui tuimatui na ithumwui kaphaning, kathei kala okathui wui matang phaptakhangasak li ngachon khala – Sapir-Whorf Hypothesis (Linguistic Relativity – Sapir-Whorf hypothesis) (Social aspects of language – language, dialect, register, jargon, borrowing; Speech community; Linguistic Relativity – Sapir-Whorf hypothesis)

**Unit 3: Academic Writing (12 hours)**

Essay kakapi (Writing Essay), prose, newspaper li kakapi (newspaper column), phakhangathing wui samkaphang kakapi (research article), seminar/conference li paper present sakhavai abstract kakapi (Seminar/Conference abstract); research sakhavai proposal mikasang(Writing Research Proposals), research sakhavai khangahan wui ara (Formulating Research Questions), research kasa kala kakapi li sākhangayi-masākhangayi otsak(Research Ethics), mina phashok kahai ot chi kachacha wui sakhui laga mi khangayi mili credit makhami (plagiarism)

**Unit 4: Khararchan kasa kala awui principles (Conversation and its Principles) (12 hours)**

Tui (language) wui maram, matang li kathei (Competence) kala tui chi kachang kharing li kathada shichin (Performance) khala (Competence and Performance), Tui kathei kala tui chi khangayi atam, apam li shichin kathei (communicative competence), Gricean wui mathalak eina chanpao mingarok khavai rules bing (Gricean Maxims) – Chang chalak eina pao khami, chung na da makhamatui (Maxim of Quantity), Khamshung tui mang khamatui (Maxim of

Quality), tuipong li chada khmatui (Maxim of Relation), mathingrik kala tachamcham eina khmatui (Maxim of Manner)

**Unit 5: Otpun wui Tuihan chanhan**

**(12 hours)**

Tui shikachin wui phaptakhangasak (Understanding discourse): Tui shikachin wui khamataiya akaibing kala tui shikachin li apong ngateitei da kazangbing (Core components and operations involved in a discourse) – khamatuiya – khangana a/ kakapiya – kapa a (Speaker-Hearer/ Author-Reader), mi or ot chiwui maram li khararchan kasa (kharachan sada khalei chili direct eina makazang) {Third Person (Discourse non-participants)}; yaruipam li kala otpam li sakhangayi otngarut bing (Basic Etiquettes in Official Settings); interviewer – interviewee na sakhangayi acham aram bing (Interviewer–Interviewee Protocols)

**Suggested Readings:**

1. Fromkin, Victoria, Robert Rodman & Nina Hyams. (2013). *An Introduction to Language* (10th ed.). Boston, MA: Cengage Learning.
2. Hockett, Charles F. (1960). *Origin of Speech*. *Scientific American* 203: 88-111.
3. Saussure, Ferdinand de. (1959). *Course in general linguistics* (W. Baskin, Trans.). New York: Philosophical Library. (Original work published 1916)
4. Yule, George. (2016). *The study of language* (5th ed.). Cambridge: Cambridge University Press.
5. Carroll, John B. (Ed.). (1956). *Language, thought, and reality: Selected writings of Benjamin Lee Whorf*. Cambridge, MA: MIT Press.
6. Akmajian, Adrian, Richard A. Demers, Ann K. Farmer, & Robert M. Harnish. (2017). *Linguistics: An Introduction to Language and Communication* (7th ed.). Cambridge, MA: MIT Press.
7. Crystal, David. (2003). *The Cambridge Encyclopedia of the English Language* (2nd ed.). Cambridge: Cambridge University Press.
8. Levinson, Stephen C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
9. Bhatia, Vijay K. (2013). *Analysing Genre: Language Use in Professional Settings*. London: Routledge.
10. Grice, Paul. (2004). *Logic and Conversation*. Reprinted from *Syntax and Semantics 3: Speech Arts* (Cole et al (ed.)) (1975). pp 41-58.

NEPALI  
Ability Enhancement Course (AEC-II)  
4 Credits

सिखनको परिणाम (learning Outcomes)

- 1- भाषामा विभिन्न प्रणालीहरूलाई चिन्ने ।
- 2- मानव र जनवार संचारको तुलना र अन्तर गर्नु ।
- 3- भाषा र बिचार बीचको नजिकको सम्बन्ध बुझ्ने ।
- 4- शैक्षिक लेखनमा विभिन्न कौशल विकास गर्नु ।
- 5- दैनिक जीवन र पेशागत अन्तरक्रियामा संचारका सहकारी सिद्धान्तहरूलाई सम्बन्धित गर्नु ।

कोर्स उद्देश्य (course objectives)

- भाषालाई एक जटिल र व्यवस्थित संचार प्रणालीको रूपमा व्यवस्थित संग विकसित गर्नु ।
- भाषिक सिद्धान्तहरू प्रयोग गरी मानव भाषा र जनवार संचार बीचको अन्तरको आलोचनात्मक विश्लेषण गर्नु ।
- भाषा, विचार र वास्तविकता बीचको अन्तर सम्बन्धको अन्वेषण गर्नु, सामाजिक र सांस्कृतिक सन्दर्भमा जोड दिनु ।
- विद्यार्थीको शैक्षिक लेखन क्षमता बढाउनु, जस्मा अनुसन्धान -आधारित लेखन, प्रस्ताव निर्माण र नैतिक विद्वतापूर्ण अभ्यास समावेश छ।

Unit- 1 : भाषा प्रणालीहरूको प्रणाली (12 घण्टा)

होकेटको भाषाको डिजाइन विशेषताहरू; मानव बनाम पशु संचार, भाषाको उत्पत्तिका सिद्धान्तहरू, वादविवाद र चर्चाहरू भाषाको जैविक आधार ।

Unit- 2: भाषा, विचार र वास्तविकता (12 घण्टा)

भाषाका सामाजिक पक्षहरू- भाषा, बोली, रजिस्टर, जार्जन, उधारो, भाषण समुदाय, भाषिक सापेक्षता - सापिर - व्होर्फ परिकल्पना ।