

MA Cafeteria Course Descriptions – Semester II

Course title	South Asia as a Linguistic Area
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	MALING E504
Semester	II
Number of credits	04
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday: 4:00pm – 6:00pm Wednesday: 9:00am – 11:00am
Name of the teacher/s	Dr. Anish Koshy <i>Associate Professor, Dept. of Linguistics & Phonetics, SLS</i>
Course description	<p>i) A brief overview of the course</p> <p>Course syllabus: The syllabus for this course corresponds to the Unit-IX in the UGC-NET syllabus for Linguistics. The course aims to train students in the structures of Indian/South Asian languages. It will introduce the students to the major language families of India (Indo-Aryan, Dravidian, Austroasiatic, Tibeto-Burman). The course will also deal with contact-induced changes, convergence and divergence among these languages as a result of having existed in contact with each other for over more than a millennium, which has resulted in what is known as the South Asian Linguistic Area (SALA).</p> <p>Detailed syllabus:</p> <p>The languages, their histories, and their genetic classifications: Indo-Aryan (Indo-European), Dravidian, Austroasiatic, Tibeto-Burman (Sino-Tibetan), Language isolates, Minor language families (Tai/Daic, Andamanese)</p> <p>Salient Features of South Asian Language Families: Phonetic, phonological, morphological and syntactic features of Indo-Aryan, Dravidian, Austro-Asiatic, Tibeto-Burman and Andamanese language families of South Asia;</p> <p>Sociolinguistic issues: Language endangerment, diglossia, language policy and planning</p> <p>Language contact and convergence: with special reference to the concept of 'India as a Linguistic Area'; Contact induced typological change; convergence and syntactic change.</p> <p>Phonology, Morphology and Syntax of South Asian Languages: An in-depth study of retroflexion, vowel harmony, reduplication, echo formation, expressives (onomatopoeia), morphological, lexical and periphrastic causatives, explicator compound verbs, participles (conjunctive, perfect, imperfect), relative-correlative clauses, experiencer constructions (dative/genitive subject), anaphora, complementation, verb BE, the quotative</p>

and agreement.

- ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)

The **South Asia as a Linguistic Area (SALA)** course aligns with multiple PSOs of the MA in Linguistics programme, as it provides knowledge, analytical skills, and application-oriented learning. Below is the mapping of the course description, syllabus, and reading list to the PSOs:

Knowledge and Understanding (A)

- **PO1:** The course covers advanced knowledge of the structures and typological features of South Asian languages. The genetic classifications of Indo-Aryan, Dravidian, Austroasiatic, and Tibeto-Burman language families align with this outcome.
- **PO2:** By exploring contact-induced linguistic changes and typological convergence, the course equips students with procedural knowledge for analysing complex linguistic data.
- **PO3:** Salient phonetic and phonological features (e.g., retroflexion, vowel harmony) provide a theoretical understanding of phonetics, including relevant aspects of Indian linguistic traditions.
- **PO4:** The course engages with the Indian linguistic tradition through studies on retroflexion, participles, and other features of Dravidian and Indo-Aryan languages, fulfilling the need for cultural and historical understanding.

Skills Related to Area of Specialisation (B)

- **PO5:** Analytical skills are enhanced through the in-depth study of morphological, syntactic, and phonological processes, such as reduplication, causatives, and experiencer constructions.
- **PO6:** Students evaluate linguistic data, especially from South Asian languages, to identify convergence patterns and syntactic changes, enabling them to conduct research.
- **PO7:** The emphasis on linguistic tools and methodologies (e.g., typological and historical comparative methods) supports students in analysing linguistic data effectively.
- **PO8:** Sociolinguistic issues such as diglossia, language endangerment, and language planning contribute to improving effective communication skills within a multilingual context.

Application of Knowledge and Skills (C)

- **PO9:** The focus on the phonology, morphology, and syntax of South Asian languages allows students to apply theoretical and technical knowledge to linguistic data from these languages.
- **PO10:** Empirical studies on linguistic convergence and the impact of language contact provide students with practical research opportunities.
- **PO11:** The inclusion of interdisciplinary topics, such as linguistic

typology and the sociolinguistic study of language policy, supports the application of linguistic knowledge to fields like anthropology, cognitive psychology, and sociology.

Generic Learning Outcomes (D)

- **PO12:** Sociolinguistic issues covered in the course (e.g., language endangerment, diglossia, language planning) enable students to address societal needs related to language maintenance and variation.
- **PO13:** The course includes studies on lesser-studied languages (e.g., Austroasiatic and Tibeto-Burman languages), supporting language documentation and preservation efforts.
- **PO14:** The course encourages independent research through assignments and the presentation of research papers from journals, enhancing the ability to plan, execute, and report investigations.
- **PO15:** The comprehensive understanding of South Asian languages and their societal impact prepares students for careers in academia, policy-making, and language planning.

iii) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient
(Please highlight the portion that subscribes to a/b/c/d)

Learning Outcomes for the Course "South Asia as a Linguistic Area (SALA)"

a) Domain-Specific Outcomes

CO1: Understand the genetic classifications and historical developments of major South Asian language families, including Indo-Aryan, Dravidian, Austroasiatic, Tibeto-Burman, and language isolates.

CO2: Analyse the phonological, morphological, and syntactic features unique to South Asian languages.

CO3: Evaluate the concept of the South Asian Linguistic Area (SALA), focusing on contact-induced typological changes, convergence, and divergence among languages.

CO4: Explore sociolinguistic issues, including language endangerment, diglossia, and language policy and planning in South Asia.

CO5: Investigate the linguistic features such as retroflexion, vowel harmony, reduplication, and other grammatical structures characteristic of South Asian languages.

CO6: Apply theoretical knowledge to study language contact phenomena and their impact on typological and syntactic change in South Asia.

b) Value Addition

CO7: Appreciate the linguistic and cultural diversity of South Asia and its contribution to global linguistic knowledge.

CO8: Cultivate an understanding of the historical and social significance of language endangerment and preservation in South Asia.

CO9: Gain insights into the role of language in shaping identity, ethnicity,

	<p>and community in the multilingual context of South Asia.</p> <p>c) Skill-Enhancement</p> <p>CO10: Develop critical analysis skills for evaluating linguistic data from South Asian languages using comparative and typological approaches. CO11: Enhance fieldwork techniques for collecting, documenting, and analysing linguistic data, particularly in lesser-studied languages of South Asia. CO12: Strengthen research and academic writing skills by engaging with advanced scholarly texts and producing original analyses based on course content. CO13: Build oral communication skills by presenting research papers and discussing key topics in linguistics effectively.</p> <p>d) Employability Quotient</p> <p>CO14: Prepare for careers in language documentation, linguistic research, and sociolinguistic consultancy, particularly in South Asian contexts. CO15: Equip students for roles in policy-making, focusing on language preservation, planning, and education. CO16: Train students for academic and research-oriented careers in linguistics, with expertise in South Asian language structures and typology. CO17: Enhance employability in organisations working with endangered language documentation, multilingual education, and cultural preservation.</p>
Course delivery	The course will be delivered through a combination of lectures, seminars, and experiential learning (field-based assignments or data analysis), which will facilitate both theoretical understanding and practical skills.
Evaluation scheme	Internal (40%): <i>Tests/Quizzes</i> End-semester (60%): Term paper: 30%; Presentation: 30%
Reading list	<p>Abbi, Anvita. 1997. Languages of Tribal and Indigenous Peoples of India: The Ethnic Space. Delhi: MLBD.</p> <p>Abbi, Anvita. 2006. Endangered Languages of the Andaman Islands. München: Lincom Europa.</p> <p>Abbi, Anvita. 2001. A Manual of Linguistic Field Work and Structures of Indian Languages. Munchem: Lincom Europa.</p> <p>Andronov, Mikhail. 1964. On the typological similarity of New Indo-Aryan and Dravidian. <i>Indian Linguistics</i> 25: 119-26.</p> <p>Barker, Milton E. and Norman H. Zide. 1966. Studies in Comparative Austro-Asiatic Linguistics. The Hague: Mouton.</p> <p>Breton, Roland J.L. 1997. Atlas of the languages and ethnic communities of South Asia. New Delhi: Sage publications.</p> <p>Burrow, Thomas, and Murray B. Emeneau. 1961. A Dravidian etymological dictionary. Oxford: Clarendon Press. [2nd edn., 1984.]</p> <p>Cardona, G and Dhanesh Jain. 2003. Indo-Aryan Languages. London: Routledge</p> <p>Census of India. 1991, 2001, 2011. Series 1: Language India and states. Registrar General and Census Commissioner, India.</p> <p>Comrie, Bernard. 1988. Linguistic Typology. In Annual Review of Anthropology, 17: 145-159</p> <p>Comrie, Bernard. 1989. Language Universals and Linguistic Typology: Syntax and Morphology. Oxford: Blackwell.</p> <p>Constitution of India: official language policy; provisions for languages.</p>

- DeLancey, S., 2003. Sino-Tibetan languages. In *The world's major languages* (pp. 797-810). Routledge.
- Emeneau, Murray B. 1954. Linguistic pre-history of India. PAPS, 282-292
- Emeneau, Murray B. 1956. India as a linguistic area. *Language* 32.1: 3-16.
- Emeneau, Murray B. 1974. The Indian linguistic area revisited. *International journal of Dravidian linguistics* 3.1: 92-134.
- Emeneau, Murray B. 1980. Language and linguistic area: Essays. Ed. by Anwar S. Dil. Stanford, CA: Stanford University Press.
- Grierson, G.A. 1904-27. Linguistic Survey of India. Delhi: Motilal Banarsidass.
- Hock, Hans Henrich and Elena Bashir. 2016. *The languages and linguistics of South Asia*. Berlin: Walter de Gruyter.
- Jenny, M. and Sidwell, P., 2014. *The handbook of Austroasiatic languages* (2 vols) (Vol. 1). Brill.
- Krishnamurti, Bh. 2003. The Dravidian languages. Cambridge: CUP.
- LaPolla, R. J. 2018. *Sino-Tibetan linguistics: critical concepts in linguistics*, volume I to IV. Routledge.
- Majumdar, PP. 2001. Ethnic populations of India as seen from an evolutionary perspective. *J. Bioscience* Vol. 26 No. 4, 533- 545
- Masica, Colin. 1976. Defining a linguistic area: South Asia. Chicago and London: University of Chicago Press.
- Masica, Colin. 1991. The Indo-Aryan languages. Cambridge: CUP.
- Shafer, R., 1955. Classification of the Sino-Tibetan languages. *Word*, 11(1), pp.94-111.
- Shapiro, Michael C., and Schiffman, Harold F. 1975. Language and society in South Asia. New Delhi: MLBD.
- Steevers, Sanford, ed. 1998. The Dravidian languages. London and New York: Routledge.
- Thurgood, Graham and Randy J. LaPolla. 2003. The Sino-Tibetan Languages. Routledge Language Families Series No.3. London: Routledge.

In addition to these, students may be required to read and/or present research papers from journals, which will be suggested from time to time.

Course Title	Phonetics of English
Category (Mention the appropriate category (a/b/c) in the course description)	Existing course without changes
Course Code	MALINGE 512
Semester	II
No. of Credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Pre-requisite	MALINGC 511
Day/ Time	Tuesday & Thursday: 11.00 am – 1.00 pm
Name of the teacher/s	Dr. Dominic Savio
Course Description:	<p>The course 'Phonetics of English' deals with certain advanced aspects of phonetics. The course presents an overview of the concepts of phone, phoneme and allophone. It teaches in detail the allophonic variants of both consonants and vowels of English, and the suprasegmental features of English language, such as, word accent, rhythm and intonation.</p> <p>It also deals with the morphophonemic processes in continuous speech. Training for phonetic transcription of words and sentences, and marking for intonation is inbuilt in the respective modules of this course.</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To help learners acquire the rhythm of English in contextualized dialogues [POs: 1, 2, 5] 2. To train learners to differentiate and use the attitudinal meanings arising out of variations in tones. [POs: 1, 2, 5, 8] 3. To train learners to distinguish the different accents of English to address the present Corporate needs [POs: 1, 2, 8] <p>Course Outcomes:</p> <p>By the end of the course, students will</p> <ul style="list-style-type: none"> <input type="checkbox"/> gain thorough knowledge to identify the allophonic variants of all the consonants and vowels of English; and the phonetic environments in which they are realized; <input type="checkbox"/> learn the principles behind marking primary and secondary accent in words, and use all the weak and contracted forms in connected speech of English; <input type="checkbox"/> learn the unmarked and marked instances of the three aspects of intonation in relation

	<p>to the meaning that is being conveyed, and the six tones for conveying attitudes;</p> <p><input type="checkbox"/> be able to appreciate the differences in some select accents of English, and identify and overcome the features of English spoken in India in order to be intelligible, both in the national and the international scenarios; and</p> <p><input type="checkbox"/> be able to transcribe phonetically, and read passages in phonetic transcription, and have an awareness of the morphophonemic processes that occur in continuous speech.</p>
Course Delivery	<p>Module 1:</p> <ul style="list-style-type: none"> ➤ <input type="checkbox"/> Lectures a. Phone, phoneme and allophone; IPA chart; Cardinal Vowel Diagram b. Distribution of phonemes: contrastive, complementary & free variation c. Allophonic variants of obstruents: plosives, fricatives & affricates; phonetic environments and rules; diacritic marks <p><input type="checkbox"/> Tutorials & Laboratory sessions</p> <ul style="list-style-type: none"> a. Practice in the phonetic transcription of obstruents <p>Module 2:</p> <ul style="list-style-type: none"> ➤ <input type="checkbox"/> Lectures a. Allophonic variants of sonorants: approximant consonants and vowels; phonetic environments and rules; diacritic marks; phonetic transcription b. syllable – phonotactics of English; syllabification <p><input type="checkbox"/> Tutorials & Laboratory sessions</p> <ul style="list-style-type: none"> a. Practice in the phonetic transcription of sonorants, and syllabification <p>Module 3:</p> <ul style="list-style-type: none"> ➤ <input type="checkbox"/> Lectures a. Word accent: primary and secondary accent in polysyllabic words b. Accentual rules for polysyllabic words, compound words, abbreviations and numbers c. Rhythm of English; strong vs weak forms; contracted forms, all the rules for using strong, weak & contracted forms of words <p><input type="checkbox"/> Tutorials & Laboratory sessions</p> <ul style="list-style-type: none"> a. Perception and production of word accent b. Phonetic transcription of continuous speech

Course Title	A SYSTEMIC APPROACH TO INTONATION
Category (Mention the appropriate category (a/b/c) in the course description)	Existing course without changes
Course Code	MALINGE 513
Semester	II
No. of Credits	4
Maximum intake	20 (on a first-come-first-served-basis)
Day/ Time	Mondays& Wednesdays: 11.00 am – 1.00 pm
Name of the teacher/s	Dr. Meena C. Debashish
Course Description:	<p>i) A brief overview of the course This course introduces the Systemic Functional Linguistic approach to the study of English intonation, where intonation is considered to be part of grammar. A trinocular principle is adopted to study the systems of INTONATION which realize the systems of LEXICOGRAMMAR for construing the systems of SEMANTICS in different contexts of situations and culture. The main purpose of this course is to equip students with two skills for studying and applying the functions of the English intonation system: The Systemic Functional model of intonation, and PRAAT, a speech analysis software. It will also enable students to understand the nuances of English speech and efficiently use the interpersonal system of English intonation in different contexts of situations.</p> <p>ii) Objectives of the course (Cos) in terms of Programme Specific Outcomes(PSOs)</p> <p>iii) Learning outcomes (LOs) —a) domain-specific outcomes b) value addition/ c) skill-enhancement/d) employability quotient</p>

	At the end of the course, students will		
	COs	PSOs	LOs
	CO1	obtain an understanding of the systems of English Intonation using the Systemic Functional theory	PSO1 PSO2 PSO3 domain Specific
	CO2	learn to adopt a trinocular perspective to study spoken English texts in various contexts of situations	PSO5 PSO6 skill enhancement
	CO3	acquire the systemic functional expertise to study/use the systems of English Intonation and their meta functions.	PSO5 PSO6 PSO7 skill enhancement
	CO4	learn to use PRAAT to study/run experiments in intonation.	PSO5 PSO6 PSO7 skill enhancement
	CO5	be able to identify their needs as L2 users of English and address them	PSO8 PSO1 2 PSO1 5 skill enhancement; value addition; employability quotient
	CO6	acquire the necessary skills for making effective choices in the textual and interpersonal meanings in their everyday spoken interactions, and thereby become confident, and efficient users/speakers of English	PSO5 PSO8 PSO1 2 PSO1 5 skill enhancement; value addition; employability quotient
Course Delivery	<ol style="list-style-type: none"> Lecture Seminar: discussions/presentations Experiential learning: tutorial/lab sessions – working with PRAAT software 		
Evaluation Scheme	<p>Internal (modes of evaluation):50%</p> <ol style="list-style-type: none"> Sit-down test Practical test <p>End-semester (mode of evaluation):50%</p> <ol style="list-style-type: none"> Sit-down Exam/Term paper (Written+Practical) 		

Reading List	<p>Essential reading</p> <ol style="list-style-type: none"><li data-bbox="781 134 1414 226">1. Halliday, M.A.K. (1970). <i>A Course in Spoken English: Intonation</i>. London: Oxford University Press.<li data-bbox="781 233 1414 363">2. Halliday, M.A.K. (2014). <i>Halliday's Introduction to Functional Grammar, 4th ed (Revised by Christian M.I.M. Matthiessen)</i>. London: Routledge. <p>Additional reading:</p> <ol style="list-style-type: none"><li data-bbox="781 405 1403 497">1. Ladefoged, P., & Johnson, K. (2011). <i>A Course in Phonetics, 6thed</i>. Boston, USA: Wadsworth Cengage Learning<li data-bbox="781 504 1084 529">2.As and when required...
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Course title	Fundamentals of Forensic Phonetics
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course without changes
Course code	MALINGE 514
Semester	2
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday: 2-4 pm Wednesday: 2-4 pm
Name of the teacher/s	Dr. Didla Grace
Course description	<p>i) A brief overview of the course</p> <p>The course 'Fundamentals of Forensic Phonetics' is designed to facilitate a sound understanding of the different theoretical and practical aspects of Forensic speech science (FSS) such as Speaker Profiling, Content Identification, Audio Authentication, and Speaker Identification. Further, it briefs about the current international practices and standard protocols employed in Forensic Speaker Identification. In addition, this course entails an end-semester <i>Research Project</i> which facilitates learners to plan, execute and report research findings.</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>C01:To facilitate a thorough understanding of the various aspects of FSS and their applications in the world of crime; C02:To equip learners to use PRAAT software to analyse forensic speech samples; C03:To acquaint learners with the current international practices and forensic evidence standards employed in the court of Law with specific reference to speech-related cases; and C04:To equip learners to carry out independent research and present findings.</p> <p>iii) Learning outcomes</p> <p>a) domain specific outcomes Upon completion of the course, students will</p> <ul style="list-style-type: none"> • gain knowledge of the theoretical and practical aspects of forensic speech science; • be able to use PRAAT (speech analysis software) to analyse forensic speech samples; • be equipped to carry out independent research in Forensic Phonetics. <p>b) value addition This course is aimed at bridging the gap between academia and forensic labs. Further, the collaboration between</p>

	<p>theoretical and practical worlds can facilitate better administration of justice with specific reference to speech-related cases.</p> <p>c) skill-enhancement This course will adequately train the learners to use PRAAT (a speech analysis software) to analyse forensic speech samples.</p> <p>d) employability quotient This is a practical course which will facilitate the learners to be employed in Forensic Labs as forensic speech science experts in addition to various teaching and research assignments.</p>
Course delivery	<p>All the theoretical aspects of FSS will be delivered in the form of lectures.</p> <p>The student projects will involve experiential learning and project presentations will be in the form of seminars.</p>
Evaluation scheme	<p>Internals (40%): Assignments (10%), Written Tests (30 %)</p> <p>Externals (60%): Semester-end Project presentation (30%) and Written Exam (30%)</p>
Reading list	<p>Essential reading</p> <ol style="list-style-type: none"> 1) Hollien, Harry. (1990) <i>Acoustics of Crime</i>, New York: Plenum Press. <p>Additional reading</p> <ol style="list-style-type: none"> 1) Baldwin R. John and French. Peter. (1990). <i>Forensic Phonetics</i>, London: Pinter Publishers Ltd. 2) Rose, Philip. (2002). <i>Forensic Speaker Identification</i>, London: Taylor and Francis.

Course title	Introduction to Sociophonetics
Category (Mention the appropriate category (a/b/c) in the course description.)	c. Existing course without changes
Course code	MALINGE 515
Semester	2
Number of credits	4
Maximum intake	20 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday & Wednesday: 11.00 am -1.00 pm
Name of the teacher/s	Dr. Neelam Singh
Course description	<p>i) A brief overview of the course</p> <p>The course ‘An Introduction to Sociophonetics’ deals with how social factors influencespeechsoundsandpatternswithinagivenlanguageandcross-linguistically. It establishes the key concepts in sociophonetics such as: style and identity, indexicality, dialectology, sociophonetic variation, among others. In addition, it equips the learners with the appropriate use of speech tools for any field-based research on languages: tonal and non-tonal, lesser known and the like.</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>C01: To facilitate an extensive understanding on the basic concepts of Sociophonetics CO2: To equip learners to analyse data in PRAAT and ELAN C03: To acquaint learners with the latest themes in Sociophonetics C04: To equip learners to carry out independent research cross linguistically through the lens of sociophonetics.</p> <p>iii) Learning outcomes</p> <p>e) domain specific outcomes Upon completion of the course, students will</p> <ul style="list-style-type: none"> • gain knowledge of the theoretical and practical aspects of sociophonetics and sociophonetic variation; • be able to use PRAAT, ELAN (speech analysis software) to analyse speech samples; • be equipped to carry out independent research on their language or lesser known languages <p>f) value addition <input type="checkbox"/> This course bridges the gap between phonetics and sociolinguistics, helping students analyze how speech patterns are influenced by social factors like age, gender, ethnicity, and geography. Knowledge of sociophonetics enhances speech recognition systems, voice assistants, and linguistic data analysis by incorporating variation in accents and dialects.</p> <p>g) skill-enhancement This course will adequately train the learners to use PRAAT</p>

	<p>(a speech analysis software), ELAN to analyse speech samples</p> <p>h) employability quotient</p> <ul style="list-style-type: none"> ○ This course will facilitate the learners to be employed in various fields such as speech technology and language pedagogy ○ It will encourage learners to design technology that adapts to regional and social accents, improving accuracy and usability.
Course delivery	All the theories and concepts of Sociophonetics will be delivered in the form of lectures.
Evaluation scheme	Internals (40%): Written Tests Externals (60%): Semester-end Sit-in exam
Reading list	<p>Essential reading</p> <p>1) Thomas, Erik. (2011). <i>Sociophonetics: An Introduction</i>. Palgrave-Macmillan.</p> <p>2) Foulkes, Paul, Scobbie, James M., and Watt, Dominic J. L. (2010). "Sociophonetics." In Hardcastle, W., Laver, J. & Gibbon, F. (eds.) <i>Handbook of Phonetic Sciences</i> (2nd ed.) Oxford: Blackwell.</p> <p>Further Reading:</p> <p>1) Preston, D. R., and N. Niedzielski, eds. (2010). <i>A Reader in Sociophonetics. Trends in Linguistics, Studies and Monographs</i> (TILSM)(Vol. 219). Berlin: De Gruyter Mouton.</p>

Course Title	Basic Issues in Phonology
Category (Mention the appropriate category (a/b/c) in the course description)	a. Existing course with more focus on Indian languages
Course Code	MALINGC 521
Semester	II
No. of Credits	4
Maximum intake	30 (on first-come-first-served-basis)
Day/ Time	Tuesday & Thursday: 11.00 am – 1.00 pm
Name of the teacher/s	Prof. Hemalatha Nagarajan
Course Description:	<p>i. The course presents an overview of the difference between phonetics and phonology, the development of phonological theory within a Generative framework, especially the use of distinctive features (binary vs monovalent representations), phonological processes, and the notion of underlying representation and surface representation.</p> <p>ii. Learning outcomes— By the end of the programme, the students will have: PO1: obtained a sound knowledge of various branches of language sciences: theoretical and applied PO2: acquired skills to analyse various aspects of a language/ languages PO3: applied theories to analyse data from Indian and other languages PO4: understood how theories are built with evidence/data from languages PO5: obtained theoretical and functional understanding of phonetics with special reference to English PO6: carried out empirical studies in languages PO7: learnt to apply knowledge of linguistics to other disciplines such as Artificial Intelligence, Cognitive Psychology, Forensic and Clinical Sciences PO8: learnt to address language-related societal needs and issues: language planning, language maintenance, language standardization, language variation and language and gender PO9: learned to describe and document lesser studied and endangered languages PO10: learned to use relevant tools to analyse phonetic and linguistic data</p> <p>a) domain-specific outcomes: Upon successful completion, students will have the knowledge and skills to CO1: identify phonemic inventories of different languages, phonological processes and natural classes, the nature of phonological explanations, the structure of phonological</p>

	<p>theory, the shape of phonological representations(features vs. elements), and a comparison between different theories of phonological processes.</p> <p>CO2:identify theoretical approaches to phonological analysis, produce evidence of analytical ability and determine phonological processes evident in a wide-range of the World’s languages, with special reference to Indian languages; understand how phonological rules apply and are ordered</p> <p>CO3: observe and identify phonological variations in new linguistic contexts</p> <p>CO4: apply the principles of phonological variation to the structures of their languages</p> <p>CO5: plan fieldwork for collection of data pertaining to speech sounds- segmental and supra-segmental.</p> <p>b) value addition: The course ‘Basic Issues in Phonology’ develops an awareness of the phonology or sound systems of languages belonging to different language families, with special emphasis on Indian languages. It makes them aware of the linguistic diversity of the world.</p> <p>c) skill-enhancement: Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences (a.)</p> <p>d) employability quotient: During the last 3 years, inputs from latest research are fed into curriculum renewal and revision (a.)</p>
Course Delivery	Lecture and Experiential learning for all modules
Evaluation Scheme	<p>Internal (modes of evaluation): assignment (10%), written tests (30%)</p> <p>End-semester (mode of evaluation): written exam (60%)</p>
Reading List	<p>Essential reading:</p> <p>Handouts will be provided on all topics. These handouts would be based primarily on content from the following texts:</p> <p>Gussenhoven, C., & Jacobs, H. (2017). <i>Understanding phonology</i>. Routledge.</p> <p>Hayes, B. (2008). <i>Introductory phonology</i> (Vol. 7). John Wiley & Sons.</p> <p>Odden, D. (2005). <i>Introducing phonology</i>. Cambridge university press.</p> <p>Carr, P. (2019). <i>English phonetics and phonology: An introduction</i>. John Wiley & Sons.</p> <p>Cowan, W. (Ed.). (1998). <i>Source book for linguistics</i>. John Benjamins Publishing.</p> <p>Nagarajan, H. (2022). <i>The Routledge Companion to Linguistics in India</i>. Taylor & Francis.</p>

Course Title	Basic Issues in Semantics
Category (Mention the appropriate category (a/b/c) in the course description)	Existing course without changes
Course Code	MALINGC 551
Semester	II
No. of Credits	4
Maximum intake	30 (on first-come-first-served-basis)
Day/ Time	Tuesday & Thursday: 4.00 pm – 6.00 pm
Name of the teacher/s	Dr. Utpal Lahiri
Course Description:	<p>This course is an introduction to basic semantics. At least one introductory syntax class, though not required, will be very useful. Some knowledge of basic mathematical notions from set theory and logic will be assumed, but much of it will be introduced as we move along in the class, so students without the background should not have problems. We attempt to answer questions like: what is meaning? How do meanings combine? We approach semantic theory in the context of modern generative grammar. Topics include reference and truth, proper names, predication, quantification, logical form in philosophy and linguistics, rules of semantic composition.</p> <p>i. Learning outcomes—</p> <p>By the end of the programme, the students will have:</p> <p>PO1: obtained a sound knowledge of various branches of language sciences: theoretical and applied</p> <p>PO2: acquired skills to analyse various aspects of a language/ languages</p> <p>PO3: applied theories to analyse data from Indian and other languages</p> <p>PO4: understood how theories are built with evidence/data from languages</p> <p>PO5: obtained theoretical and functional understanding of phonetics with special reference to English</p> <p>PO6: carried out empirical studies in languages</p> <p>PO7: learnt to apply knowledge of linguistics to other disciplines such as Artificial Intelligence, Cognitive Psychology, Forensic and Clinical Sciences</p> <p>PO8: learnt to address language-related societal needs and issues: language planning, language maintenance, language standardization, language variation and language and gender</p> <p>PO9: learned to describe and document lesser studied and endangered languages</p> <p>PO10: learned to use relevant tools to analyse phonetic and</p>

	<p>linguistic data</p> <p>a) domain-specific outcomes: Upon successful completion, students will have the knowledge and skills to</p> <p>CO1: understand the basic notions of Syntax and Semantics, Semantic rules and Grammar, Truth Conditions, Entailment and Synonymy, Set theory, Lexicons. (Chapter 1 of the Altshuler et al.).</p> <p>CO2: explain meaning relations like Entailment, Implicature, Presuppositions, Synonymy, Appropriateness, Anaphoric Relations. (Chapter 1 of Chierchia and McConnell-Ginet)</p> <p>CO3: apply symbolic logic to understand Atomic Sentences and their parts, Connectives, Quantifiers, Predicate Conjunction, Rules of SL. Truth values, truth Conditions, Extensions, Languages, Grammars. (Chapter 2 of Altshuler et al.)</p> <p>CO4: apply the principles to analyse and understand <u>Sentences and Determiner Phrases</u>. Syntax, Direct and Indirect Interpretation, Quantificational DPs. (Chapter 3 of Altshuler et al.), a very basic introduction to Generalized Quantifier Theory.</p> <p>b) value addition: The course ‘Basic Issues in Semantics’ links logic to language and makes them aware of the elements of language that convey meaning.</p> <p>c) skill-enhancement: Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences (a.)</p> <p>d) employability quotient: During the last 3 years, inputs from latest research and industry are fed into curriculum renewal and revision (a.)</p>
Course Delivery	Lecture and Experiential learning for all modules
Evaluation Scheme	<p>Internal (modes of evaluation): assignment (10%), quizzes and written exam (30%)</p> <p>End-semester (mode of evaluation): written exam (60%)</p>
Reading List	<p>Essential reading:</p> <p>Primary: <i>A Course in Semantics</i>, by Altshuler, D., Terence Parsons and R. Schwarzschild. Forthcoming from MIT Press in 2019</p> <p>Occasionally we will also look at material from:</p> <p><i>Meaning and Grammar: An Introduction to Semantics</i>, by Chierchia, G. and S. McConnell-Ginet (2nd Edition). 2000. MIT Press.</p> <p><i>Semantics in Generative Grammar</i>, by Heim, Irene and Angelika Kratzer. 1998. Blackwell Publishers.</p>

Course title	Introduction to sociolinguistics
Category	d. <input checked="" type="checkbox"/> Existing course without changes
Course code	MALINGC 561
Semester	II
Number of credits	4
Maximum intake	30
Day/Time	Tuesday & Thursday: 2.00 pm-4.00 pm
Name of the teacher/s	Dr. Smita Joseph
Course description	<p>Include the following in the course description</p> <p>i) A brief overview of the course: This course teaches students the fundamental ideas in the field, though it does require some prior knowledge of concepts such as dialects, speech communities, diglossia, language contact, and so on. Most of the examples used in the course come from diverse linguistic and cultural contexts, specifically from western and Indian speech communities. Many of the case studies included in the modules have been taken from the works of William Labov, Penelope Eckert, Natalie Schilling, etc. This course gives a critical understanding of sociolinguistic variation; improves one's confidence in doing sociolinguistic research; develops observational skills in perceiving dialectal variations; makes one aware of the current debates in sociolinguistic research and how social factors and language variation interact. It also sensitizes learners to the effects of language contact.</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered):</p> <p>POs 1 & 2: Demonstration of knowledge and understanding</p> <ul style="list-style-type: none"> • CO1 Understand the relationship between linguistic structure and social variables. • CO2 Understand the outcomes of language contact arrived through discussion of several case studies. <p>PO 3: Data collection and fieldwork</p> <ul style="list-style-type: none"> • CO1 Gain expertise in designing and planning data elicitation methods for conducting sociolinguistic fieldwork, arrived through discussion. • CO2 Understand the techniques in collecting data for sociolinguistic research, arrived through discussion. <p>POs 4 & 7: Application of knowledge to study new situations/phenomena</p> <ul style="list-style-type: none"> • CO1 Understand sociolinguistic variation and be able to observe sociolinguistic variation in new contexts. • CO2 Understand what constitutes dialects and how to analyze dialectal variations in one's language. • CO3 Understand the social factors that cause linguistic variations and apply this knowledge of the connections

	<p>between social factors and linguistic variations to understand variations in one's speech community.</p> <p>PO 8: Using knowledge to increase one's employability quotient:</p> <ul style="list-style-type: none"> • CO Extrapolate the ideas and theories to get a better understanding of the notion of linguistic variation, and use this understanding in media, applied linguistics, ICT, and other industries, that influence or depend on public perceptions and preferences. <p>PO 6: Learning aptitude and self-development:</p> <ul style="list-style-type: none"> • CO Use the coherent knowledge of the interconnection between language, culture, and society to understand contemporary debates and problems related to the subject. <p>iii) Learning outcomes—</p> <p>a) domain specific outcomes (POs 1& 2)</p> <p>c) skill-enhancement (POs4&7)</p> <p>d) employability quotient (PO8)</p>
Course delivery	Lecture method for all modules
Evaluation scheme	<p>Internal (modes of evaluation):3 types of evaluation (MCQ, presentation, case study: 20 marks each)</p> <p>End-semester (mode of evaluation): written exam: 60 marks</p>
Reading list	<p>Essential reading</p> <ul style="list-style-type: none"> • Meyerhoff, M. (2006). <i>Introducing Sociolinguistics</i>. London & New York: Routledge. <p>Additional reading</p> <ul style="list-style-type: none"> • Holmes, J. (2013). <i>An introduction to sociolinguistics</i> (4th ed). Routledge.

Course Title	Introduction to Psycholinguistics
Category (Mention the appropriate category (a/b/c) in the course description)	Existing course without changes
Course Code	MALINGE 565
Semester	II
No. of Credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/ Time	Monday & Wednesday: 2.00 pm – 4.00 pm
Name of the teacher/s	Ms. Anushree Mishra
Course Description:	<p>This course is an introduction to psycholinguistics, the study of how individuals comprehend, produce, and acquire language. As part of the larger field of cognitive science, psycholinguistics is an interdisciplinary field shaped by research in psychology, linguistics, artificial intelligence, neuroscience, and philosophy. We will primarily be concerned with questions such as: what does it mean to know a language? What are the cognitive processes involved in language use? What social rules are associated with language use? What brain mechanisms are active in language use?</p> <p>i. Learning outcomes— By the end of the programme, the students will have: PO1: obtained a sound knowledge of various branches of language sciences: theoretical and applied PO2: acquired skills to analyse various aspects of a language/ languages PO3: applied theories to analyse data from Indian and other languages PO4: understood how theories are built with evidence/data from languages PO5: obtained theoretical and functional understanding of phonetics with special reference to English PO6: carried out empirical studies in languages PO7: learnt to apply knowledge of linguistics to other disciplines such as Artificial Intelligence, Cognitive Psychology, Forensic and Clinical Sciences PO8: learnt to address language-related societal needs and issues: language planning, language maintenance, language standardization, language variation and language and gender PO9: learned to describe and document lesser studied and endangered languages PO10: learned to use relevant tools to analyse phonetic and linguistic data</p> <p>a) domain-specific outcomes: Upon successful completion, students will have the knowledge and</p>

	<p>skills to</p> <p>CO1: understand the relationship between theoretical linguistics and psychology</p> <p>CO2: learn how acoustic stimuli are mapped to phonetic and phonological representations</p> <p>CO3: learn how words are stored and organized in memory</p> <p>CO4: learn how syntactic structure is computed in real time</p> <p>CO5: understand how syntactic dependencies (movement, anaphora, agreement) are processed</p> <p>CO6: learn about the difference between producing linguistic expressions versus perceiving them</p> <p>b) value addition: Most psycholinguists work in academia, but a psycholinguistics degree with special reference to language disorders can also set you up for a career in speech-language pathology, education, and research. Training in psycholinguistics can equip you to work in the fast-growing field of artificial intelligence and machine learning.</p> <p>c) skill-enhancement: Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences (a.)</p> <p>d) employability quotient: During the last 3 years, inputs from latest research and industry are fed into curriculum renewal and revision (a.)</p>
Course Delivery	Lecture and Experiential learning for all modules
Evaluation Scheme	Three quizzes (MCQ, short/long answers) – 40% of the internal assessment
Reading List	<p>Essential reading:</p> <p>Carroll, David W. 2008. Psychology of Language. 5th ed. Thomson Wadsworth.</p> <p>Harley, Trevor A. 2001. The psychology of language: from data to theory. 2nd ed. Oxford: Taylor and Francis.</p> <p>Field, John. 2003. Psycholinguistics: a resource book for students. London: Routledge.</p> <p>Scovel, Thomas. 1998. Psycholinguistics. Oxford: Oxford University Press.</p>

Course Title	International Phonetic Alphabet
Category (Mention the appropriate category (a/b/c) in the course description)	Existing course without changes
Course Code	MALINGE 616
Semester	II
No. of Credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/ Time	Tuesday & Thursday: 9.00 am – 11.00 am
Name of the teacher/s	Prof. S. Jayaraju
Course Description:	<p>The IPA stands for International Phonetic Association and also for International Phonetic Alphabet. The association is the oldest representative organisation for phoneticians and highly significant in the field of Phonetics and Phonetic Studies. Hence, the course in IPA offers an experience of the association and the phonetic alphabet developed by the association.</p> <p>In view of giving the academic experience, the course is designed in such way that it offers a comprehensive understanding of the association's activities and knowledge contributions. It requires three contact hours a week, where classroom instruction, tutorials, and oral practice are paramount. The tentative topics targeted to be covered on the course are - <i>History of the association, History of the IPA Chart, Relevance of IPA to Human languages, Implications of the IPA Chart, Segmentals, Suprasegmentals, diacritics, and broad and narrow transcription.</i></p> <p>The course offers a set of skills that develop the quality of phonetic perception and production in the area of speech research. It draws the attention of the participants to the issue how phoneticians can manually work with speech data with the help of the IPA Chart. It also offers certain skills and strategies that are useful to collect speech data and analyse the speech data phonetically</p> <p><i>International Phonetic Association. (1999). Handbook of the International Phonetic Association: a guide to the use of the International Phonetic Alphabet. Cambridge: Cambridge University Press.</i></p> <p>2. Ladefoged, P. and I. Maddieson (1996) <i>The Sounds of the</i></p>

World's Languages. Blackwell.

3. Ladefoged, P. and S. F. Disner (2012) *Vowels and Consonants: An Introduction to the Sounds of Languages*. 3rd edition. Blackwell

By the end of the course, the students will

1. demonstrate thorough acquaintance with the history of the association and the IPA Chart,
2. obtain proper knowledge of the principles that promote the association's activities and research,
3. recognise the relevance and significance of the scientific motivations behind the revisions of the IPA Chart,
4. acquire academic knowledge and phonetic skills required to deal with speech data using the latest IPA Chart,
5. apply the phonetic knowledge and perceptual skills by using the phonetic alphabet to the language(s) they know, and
6. Read literature, both texts and research papers, available on IPA and relate the alphabet and theoretical principles and parameters of human-speech-data documentation.

Learning outcomes—

PO1: obtained a sound knowledge of various branches of language sciences: theoretical and applied

PO2: acquired skills to analyse various aspects of a language/ languages

PO3: applied theories to analyse data from Indian and other languages

PO4: understood how theories are built with evidence/data from languages

PO5: obtained theoretical and functional understanding of phonetics with special reference to English

PO6: carried out empirical studies in languages

PO7: learnt to apply knowledge of linguistics to other disciplines such as Artificial Intelligence, Cognitive Psychology, Forensic and Clinical Sciences

PO8: learnt to address language-related societal needs and issues: language planning, language maintenance, language standardization, language variation and language and gender

PO9: learned to describe and document lesser studied and endangered languages

PO10: learned to use relevant tools to analyse phonetic and linguistic data

	<p>Module 1: Introduction to the History of IPA - the association</p> <ul style="list-style-type: none"> ● Module one offers the historical beginnings of the Association, its aims and objectives, principles, and the architecture of the IPA Chart. <p>Module 2: Review of the IPA Charts</p> <ul style="list-style-type: none"> ● Module two offers a historical review of all the IPA Charts from the first to the latest. It also offers a critical review of the charts. <p>Module 3: Perception and Production of the Phonetic Alphabet and Diacritics</p> <ul style="list-style-type: none"> ● Module three offers real time demonstration of each and every symbol of the phonetic alphabet and all the diacritics on the IPA Chart 2015. It helps the students produce each and every symbol of the phonetic alphabet and all the diacritics on the IPA Chart 2015 in isolation and context. <p>Module 4: Transcription of Speech Data</p> <ul style="list-style-type: none"> ● Module four offers hands-on-experience of transcribing the speech data collected from known, unknown, and idiotic speech, using the IPA Chart, and based the phonetician's perception.
Course Delivery	Lecture
Evaluation Scheme	<ul style="list-style-type: none"> ➤ Internal Assessment: 40% ➤ Semester- end Assessment: 40% (Written or Term papers) 20% (Orals)
Reading List	<ol style="list-style-type: none"> 1. <i>International Phonetic Association</i>. (1999). Handbook of the International Phonetic Association: a guide to the use of the International Phonetic Alphabet. Cambridge: Cambridge University Press. 2. Ladefoged, P. and I. Maddieson (1996) <i>The Sounds of the World's Languages</i>. Blackwell. 3. Ladefoged, P. and S. F. Disner (2012) <i>Vowels and Consonants: An Introduction to the Sounds of Languages</i>. 3rd edition. Blackwell