

MA Linguistics Course Descriptions – Semester IV

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 E604
Semester	IV
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>

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 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, and community in the multilingual context of South Asia.

c) Skill-Enhancement

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.

d) Employability Quotient

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.
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> <p>DeLancey, S., 2003. Sino-Tibetan languages. In <i>The world's major languages</i> (pp. 797-810). Routledge.</p> <p>Emeneau, Murray B. 1954. Linguistic pre-history of India. PAPS, 282-292</p> <p>Emeneau, Murray B. 1956. India as a linguistic area. <i>Language</i> 32.1: 3-16.</p> <p>Emeneau, Murray B. 1974. The Indian linguistic area revisited. <i>International journal of Dravidian linguistics</i> 3.1: 92-134.</p> <p>Emeneau, Murray B. 1980. Language and linguistic area: Essays. Ed. by Anwar S. Dil. Stanford, CA: Stanford University Press.</p> <p>Grierson, G.A. 1904-27. Linguistic Survey of India. Delhi: Motilal Banarsidass.</p> <p>Hock, Hans Henrich and Elena Bashir. 2016. <i>The languages and linguistics of South Asia</i>. Berlin: Walter de Gruyter.</p> <p>Jenny, M. and Sidwell, P., 2014. <i>The handbook of Austroasiatic</i></p>

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	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 World's Languages</i>. Blackwell.</p> <p>3. Ladefoged, P. and S. F. Disner (2012) <i>Vowels and</i></p>

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

Module 1: Introduction to the History of IPA - the association

- 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

Course title	ACOUSTIC PHONETICS & ITS APPLICATIONS
Category	b. Existing course
Course code	MALING E615
Semester	IV
Number of credits	4
Maximum intake	20 (on a first-come-first-served-basis)
Day/Time	2 – 4 pm on Tuesdays & Thursdays
Name of the teacher	Dr. Meena C. Debashish
Course description	<p>iv) A brief overview of the course: This course is designed for level 3 students with a basic knowledge of Phonetics and for those seeking to study and apply acoustic phonetics to their areas of research. The aim of this course is two-fold: firstly, to provide a good grounding in the theoretical knowledge of acoustics of sounds (segmental and prosodic); secondly, to provide adequate practice using PRAAT through small experiments designed to suit the specific objectives of each module. We will be initially engaged in a systematic study of the properties of periodic and aperiodic speech sounds, vocal tract resonances, vowel formants, voice quality, prosody, etc. Later, we will learn to apply the acoustic analytical framework to study some aspects of language/dialect variation, speech intelligibility, speech pathology, and forensic investigations.</p> <p>v) Objectives of the course in terms of Programme Specific Outcomes</p> <p>vi) Learning outcomes—a) domain-specific outcomes b) value addition c) skill enhancement d) employability quotient</p> <p>By the end of the course, students will</p>

	COs	PSOs	LOs
	CO1	acquire an in-depth knowledge in the area of Acoustic Phonetics.	PSO1 PSO2 PSO3 domain Specific
	CO2	develop the necessary skills to identify acoustic cues for differentiating speech sounds of English	PSO5 PSO6 PSO7 skill enhancement
	CO3	gain expertise in studying and identifying the meaningful pitch contours of English	PSO5 PSO6 PSO7 skill enhancement
	CO4	apply the theoretical, cognitive, and technical knowledge to study speech sounds of L1 and other world's languages.	PSO5 PSO6 PSO7 PSO9 skill enhancement
	CO5	acquire the skills for applying the principles of Acoustic Phonetics to study intonation and tone languages.	PSO9 PSO12 PSO13 PSO15 skill enhancement; value addition; employability quotient
	CO6	attain expertise in applying the principles (and methodology) of Acoustic Phonetics to clinical and forensic investigations.	PSO11 PSO12 PSO15 skill enhancement; value addition; employability quotient
	CO7	acquire the necessary skills for using PRAAT to conduct experiments on speech samples.	PSO7 PSO10 PSO11 PSO12 PSO13 PSO15 skill enhancement; value addition; employability quotient
Course delivery	<ol style="list-style-type: none"> 1. Lecture 2. Seminar: discussions/presentations 3. Experiential learning: tutorial/lab sessions – working with PRAAT software 		
Evaluation scheme	<p>Internal (modes of evaluation):50%</p> <ul style="list-style-type: none"> o Quizzes/ Lab assignments / Tests <p>End-semester (mode of evaluation):50%</p> <ul style="list-style-type: none"> o Term Paper based on an experiment/ Written Exam 		
Reading list	<p>Required readings:</p> <ul style="list-style-type: none"> • Catford, J. C. (1977) <i>Fundamental Problems in Phonetics</i>. Edinburgh: Edinburgh University Press. • Denes, P., and Pinson, E. (1993). <i>The Speech Chain: The Physics and Biology of Spoken Language, 2nd ed.</i> New York: W. H. Freeman and Company. • Ladefoged, P. (1996) <i>Elements of Acoustic Phonetics, 2nd ed.</i> U. Chicago Press. • Ladefoged, P., and Maddieson, I. (1996). <i>The Sounds of the</i> 		

World's Languages. Cambridge: Blackwell.

- Ladefoged, P., and Johnson, K. (2014). *A Course in Phonetics*, 7th ed. Boston: Wadsworth Cengage Learning.
- Raphael, L., Borden, G., and Harris, K. (2006). *Speech Science Primer*, 5th ed. Baltimore: Lippincott, Williams, and Wilkins.

Supplementary readings: (related to applications of Acoustic Phonetics)

- To be provided, as and when required.

Course title	SPEECH AND LANGUAGE DISORDERS IN CHILDREN
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	MALINGE619
Semester	IV
Number of credits	4
Maximum intake	20 (on first-come-first-served-basis for MA courses only)
Day/Time	Tuesday 11:00-1:00 pm and Thursday 11:00-1:00 pm
Name of the teacher/s	Prof. Roopa Suzana
Course description	<p>An overview of the Course: This course is designed for level 3 students with a basic knowledge of Articulatory Phonetics and for those seeking to study and research in speech and language disorders. The course aims to provide knowledge of the anatomy of the brain, speech and language disorders and phonetics for speech pathology. They would be introduced to the concept of speech delay in children and would receive inputs on receptive language, expressive Language, speech and language pathology and syndromes that affect language and communication. They would also be trained in Phonetics specially for speech pathology. The course consists of four modules:</p> <p><u>Introduction to Speech and Language Disorders</u> Language and the brain, language processing in the human brain, the distinction between speech and language disorders, prevalence, medical and developmental conditions, assessments and diagnoses, intervention services, recovery.</p> <p><u>Speech disorders</u> Speech delay in children, types of delay, screening tests, early language milestone scale. Voice disorders, articulation disorders, fluency disorder, dysarthria, apraxia, lisps, muteness, orofacial anomalies, syndromes that affect speech- Speech therapy.</p> <p><u>Language and communication disorders</u> Receptive and expressive language, speech and language pathology, syndromes that affect language and communication - Rett syndrome, ADHD, Autism Spectrum Disorder. Neurological problems - auditory processing disorder, cerebral palsy, traumatic brain injury. Educational implications of communication disorders.</p> <p><u>Phonetics for Speech Pathology</u> The vocal organs, initiation and phonation, place and manner of articulation, orality and nasality. IPA symbols and IPA Extensions. Basic acoustics and introduction to the software Praat.</p>

Learning outcomes— a) domain-specific outcomes b) value addition
c) skill enhancement d) employability quotient

By the end of the course, students will

	COs	PSOs	LOs
CO1	acquire an in-depth knowledge in the area of Speech and Language Disorders.	PSO1 PSO2 PSO3	domain Specific
CO2	develop the necessary skills to identify and distinguish between speech and language disorders	PSO5 PSO6 PSO7	skill enhancement
CO3	understand different syndromes and neurological problems and the speech /language disorders associated with the same.	PSO5 PSO6 PSO7	skill enhancement
CO4	gain expertise in understanding the medical and developmental condition of the child and diagnose and administer intervention services for the disorders.	PSO5 PSO6 PSO7 PSO9	skill enhancement; value addition; employability quotient
CO5	attain expertise in identifying all the IPA and ExtIPA symbols and be able to transcribe disordered speech.	PSO5 PSO6 PSO7 PSO9	skill enhancement; value addition; employability quotient

Course delivery Lectures and /Seminars (discussions and presentations)

Evaluation scheme Internal (tests/assignments/presentations): 40%
End-semester (Closed Book Examination):60%

Reading list
Essential reading:
Jon Eisenson (1986): *Language and Speech Disorders in Children*. New York: Pergamon Press.
Renfrew C.E, (1972): *Speech Disorders in Children*. Oxford: Pergamon Press.
Ball, Martin. J (1993): *Phonetics for Speech Pathology*. London: Whurr Publishers Ltd.
Additional reading
Ball, Martin. J, Rahilly Joan, Tench, Paul. (1996): *The Phonetic Transcription of Disordered Speech*. London: Singular Publishing Group, Inc.
Damico, Jack. S (2010): *The Handbook of Language and Speech Disorders*. London: Wiley- Blasckwell.
Mildred Freburg and Jon Eisenson (1956): *Speech Disorders: Principles and Practices of Therapy*. London: Peter Owen Ltd.
Murdoch, B.E (1990): *Acquired Speech and Language Disorder; A neuroanatomical and functional neurological approach*. London: Chapman and Hall.

Course title	Minimalism
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	MALINGC 641
Semester	IV
Number of credits	04
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 M. Hariprasad <i>Professor, Dept. of Computational Linguistics</i>
Course description	<p>vii) A brief overview of the course</p> <p>This course explores the Minimalist Program (MP), a framework in linguistic theory introduced by Noam Chomsky. Minimalism seeks to uncover the fundamental principles of human language by positing that linguistic systems operate with optimal simplicity, efficiency, and economy. Students will critically examine the conceptual underpinnings of Minimalism, its methodology, and its implications, as well as learn about Minimalist mechanisms such as syntactic structures, movement operations, and the interaction of syntax with other Linguistic Sub Fields. This course is ideal for students with prior knowledge of generative grammar who wish to deepen their understanding of contemporary syntactic theory.</p> <p>viii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered):</p> <p>Knowledge and Understanding</p> <p>PO1: Acquire an advanced understanding of theoretical linguistics by mastering the core principles of the Minimalist Program and its role in generative grammar.</p> <p>PO2: Develop procedural knowledge for analyzing linguistic phenomena through Minimalist concepts like economy, simplicity, and movement operations.</p> <p>Skills</p> <p>PO5: Cultivate advanced cognitive and technical skills to analyze syntactic structures across languages using Minimalist tools, synthesizing theoretical insights from primary and secondary sources.</p> <p>PO6: Enhance analytical and critical thinking abilities to evaluate research findings in Minimalist syntax and design research questions that align with Minimalist principles.</p>

	<p>Application</p> <p>PO8: Apply Minimalist principles to analyze data from Indian and other languages, drawing connections between theoretical knowledge and empirical evidence.</p> <p>PO9: Extend understanding of linguistic Minimalism to other disciplines, such as cognitive science and artificial intelligence, by exploring its explanatory potential in these areas.</p> <p>Employability</p> <p>PO13: The course integrates insights from cutting-edge research and interdisciplinary collaborations, preparing students for careers in research, AI, computational modeling, and language technology industries.</p> <p>ix) Learning outcomes—</p> <ol style="list-style-type: none"> a) domain specific outcomes (objective 1) b) value addition (objective 5) c) skill-enhancement (objectives 2 & 3) d) employability quotient (objective 4)
Course delivery	Lecture Method for all modules
Evaluation scheme (Tentative)	Internal (40%): <i>Tests/Quizzes</i> End-semester (60%): Term paper: 30%; Presentation: 30%
Reading list	<ul style="list-style-type: none"> • Adger, D. (2003). <i>Core Syntax: A Minimalist Approach</i>. Oxford University Press. • Boeckx, C. (2006). <i>Linguistic Minimalism: Origins, Concepts, Methods, and Aims</i>. Oxford University Press. • Chomsky, N. (1995). <i>The Minimalist Program</i>. MIT Press. • Hornstein, N., Nunes, J., & Grohmann, K. K. (2005). <i>Understanding Minimalism</i>. Cambridge University Press. • Lasnik, H., & Uriagereka, J. (2002). <i>A Course in Minimalist Syntax: Foundations and Prospects</i>. Blackwell. <p><i>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.</i></p>
