Course title	**An Introduction to Language Acquisition**
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	**MALING C 691**
Semester	Three (Semester III)
Number of credits	4 credits
Maximum intake	30 intake **Prerequisite for the course** MALINGC 541: Syntax 1 MALINGC 531: Basic Issues in Morphology
Day/Time	Monday and Wednesday 11:00 to 1:00
Name of the teacher/s	Prof. Shruti Sircar
Course description	(i) A brief introduction to the Course Language Acquisition is an introductory course designed to enable students to acquire an understanding of the process of language acquisition, including how children learn words, learn sounds and learn how to construct grammatically correct sentences. It provides students with the basic skills for carrying out child language acquisition research. Issues covered include collecting, describing and interpreting children's data and reporting research findings. Students will be given an opportunity to analyze some data from a child who is in the process of learning language. (i) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) On completion of the course, the students will

CO1	gain detailed knowledge of child language development	PO1	domain specific
CO2	learn about various language acquisition theories and theoretical debates in language acquisition research	PO1	domain specific
CO3	learn about the basic experimental procedures used to test children's linguistic knowledge	PO2	skill enhancement
CO4	learn how to collect samples of child language from different languages and different age groups	PO5, PO7	skill enhancement
CO5	develop skills for analyzing children's spontaneous and elicited language production	PO6, PO7	skill enhancement
CO6	apply knowledge of the features of child language to analyze children's language samples	PO6	domain specific
CO7	apply child language data to explain linguistic theorization	PO9, PO10	domain specific
CO8	apply concepts learnt to understand language in children with disabilities and disorders	PO10, PO11,	value added

Course delivery	Lecture60% Data analysis 40%
Evaluation scheme	Internal (modes of evaluation): 3 sit down tests (best 2) – 40% End-semester (mode of evaluation): 1 sit down examination 60% (open book

Reading list	**Essential reading:** Maria Teresa Guasti (2003). *Language Acquisition: The Growth of Grammar*. MIT Press**.** **Additional reading** 1. O'Grady (2005). *How Children Learn Language*. Cambridge University Press. 2. Barbara C Lust (2006). Child Language. Cambridge University Press. 3. Erika Hoff (2013). *Language Development. Cengage Books.* 4. Eve Clark (2016). *First Language Acquisition.* Cambridge University Press.

Course Title	**INTRODUCTION TO OPTIMALITY THEORY**
Category (Mention the appropriate category (a/b/c) in the course description	A. EXISTING COURSE WITHOUT CHANGES
Course Code	**MALINGE 621**
Semester	III
No. of Credits	4
Maximum intake	25
Day/ Time	TUESDAY 11-1, THURSDAY 11-1
Name of the teacher/s	PROF. HEMALATHA NAGARAJAN
Course Description:	Learning outcomes—Programme 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 a) **domain-specific outcomes:** Upon successful completion, students will have the knowledge and skills to **CO1:** explain the basic premises and mechanisms of OptimalityTheory(OT) **CO2:**analyse key linguistic phenomena using the formal devices of the theory **CO3:**understand major conceptual differences between OT and traditional approaches to linguistic analysis **CO4:**critically evaluate conceptual issues and empirical problems in OT **CO5:** explain phonological variations by ranking and re-ranking constraints **CO6:** apply these principles to the structures of their own languages and other languages of India b) value addition: The course 'Introduction to Optimality Theory' provides learners the theoretical tools to analyse and explain language variations in a

	uniform, economical and elegant fashion. It makes them aware of the linguistic diversity of the world and how by ranking constraints the surface contrasts can be explained.
	c) skill-enhancement: Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences (a.)
	d) employability quotient: During the last 3 years, inputs from latest research are fed into curriculum renewal and revision (a.)
Course Delivery	Lecture and Experiential learning for all modules
Evaluation Scheme	Internal (modes of evaluation): assignment/presentations (10%), written tests (30%)
	End-semester (mode of evaluation): written exam (60%)
Reading List	Essential reading:
	Handouts will be provided on all topics. These handouts would be based primarily on content from the following texts:
	Kager, Rene (1999). Optimality Theory. Cambridge: Cambridge University Press
	Prince, Alan and Smolensky, Paul (2004) *Optimality Theory: Constraint Interaction in Generative Grammar*. Malden, Mass., and Oxford, UK: Blackwell. [Revision of 1993 technical report, Rutgers University Center for Cognitive Science. Available on Rutgers Optimality Archive, ROA-537.]
	Prince, Alan and Tesar, Bruce (2004) Learning phonotactic distributions. In *Constraints in Phonological Acquisition*, ed. René Kager, Joe Pater, and Wim Zonneveld, pp. 245-91. Cambridge: Cambridge University Press. [Available on Rutgers Optimality Archive, ROA-353.]
	Tesar, Bruce and Prince, Alan (2004) Using phonotactics to learn phonological alternations. In *CLS 39, Part II: The Panels*. Chicago: Chicago Linguistic Society. [Available on Rutgers Optimality Archive, ROA-620.]
	Tesar, Bruce and Smolensky, Paul (1998) Learnability in Optimality Theory. *Linguistic Inquiry* 29, 229-68. [Available on Rutgers Optimality Archive, ROA-155. Reprinted in *Optimality Theory in Phonology: A Reader*, ed. by John J. McCarthy, Malden, MA and Oxford, Blackwell (2004).]

Course Title	**Language and Gender**
Category (Mention the appropriate category (a/b/c) in the course description	c. New Course Existing course without changes
Course Code	**MALINGE 661**
Semester	Semester III
No. of Credits	4
Maximum intake	30
Day/ Time	Tuesday & Thursday: 9.00 am – 11.00 am
Name of the teacher/s	Dr. Smita Joseph
Course Description:	i) A brief overview of the course: The course Language and Gender introduces the key topics that explore the relationship between gender and language use. Some of the topics that will be covered in this course have been listed below: Sex and gender The language of women Quantitative studies in language and gender Social networks Conversational dominance in cross-sex interactions Gender differences across cultures, etc. All topics will be taught through the lecture method. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered): The course Language and Gender will: 1. Demonstrate (i) the connections between gender, sexuality, identity, power, and language; this linkage should be based on the knowledge of a critical understanding of the accepted theories, principles, and concepts, as well as a number of advanced and emerging issues in language and gender theory. (a) (ii) knowledge of language, gender and applied linguistics that creates various types of professions. (d) (iii) a capacity to apply tried-and-true methods of analysis and research in the humanities in general and language and gender studies in particular, as well as a critical grasp of recent innovations in language and gender theory. (c) 2. Demonstrate and examine the connections between gender, language, and other types of diversity, including class, ethnicity, religion, nationality, sexuality, and physical ability. (a) 3. Demonstrate expertise in the collecting of pertinent quantitative and/or qualitative data from a variety of sources, in the analysis and interpretation of data utilizing humanities-appropriate approaches, and in the creation of logical and fact-based arguments and solutions. (c) 4. Utilize knowledge, comprehension, and analytical abilities to critically evaluate a variety of concepts as well as intricate topics and problems related to the application of gender studies and the study of linguistics. (a) 5. Communicate the results of research conducted in the humanities, language, and gender studies in a variety of situations, using the primary paradigm, concepts, constructions, and procedures within the disciplines. (c) 6. Utilize research, development, and professional materials, especially those pertaining to new fields of knowledge in the humanities, to identify and fulfill one's own learning requirements in relation to existing and developing fields of study. (c) 7. Situate language and gender in broader historical and geopolitical contexts. (b) 8. Write or present analyses of gender and language in specific works, that is, visual, theoretical, and literary. (a, c, d) 9. Create and execute a project that displays these competencies and skills in a theoretical context relating to gender and language. (a, c)

Course Delivery	Lecture method
Evaluation Scheme	Internal (modes of evaluation): Three internal exams (MCQs, case study test, written exam = 40%) End-semester (mode of evaluation): Written exam (60%)
Reading List	Essential reading Eckert, P., & McConnell-Ginet, S. (2003). Language and gender. CUP. Additional reading (more readings to be added) Jule, A. (2017). A beginner's guide to language and gender. Multilingual Matters. Litosseliti, L. (2006). Gender & language: Theory and practice. London & New York: Routledge.

Course Title	**Linguistic Phonetics**
Category (Mention the appropriate category (a/b/c) in the course description	Existing course without changes
Course Code	**MALINGE 611**
Semester	Semester III
No. of Credits	4
Maximum intake	30
Day/ Time	Wednesday : 3.00 – 5.00 pm Friday: 11.00 am – 1.00 pm
Name of the teacher/s	Dr. Dominic Savio, Prof. S. Jayaraju, Prof. Komali Prakash
Course Description:	**A brief overview of the course** The course 'Linguistic Phonetics' is an advanced level course which deals with the theoretical and practical aspects of three domains of Phonetics: articulation, IPA and acoustics. As part of the articulatory module, various speech mechanisms such as initiation, phonation, and articulation involved in the production of speech sounds, not just of English but also of other languages of the world are dealt with. IPA (International Phonetic Alphabet) is introduced and is backed by practice sessions in production, perception, and transcription of speech sounds. Similarly, theoretical inputs in acoustic phonetics are followed by hands on practical sessions in PRAAT (a speech analysis software), to enable learners get a grip on the acoustic analysis of speech. This skill is essential for students aiming to do research in the field of phonetics. Pre-requisite: MALINGC 511 - Phonetics ands Spoken English **References** 1. Catford, J.C. (1977).Fundamental Problems in Phonetics. Edinburgh: Edinburgh University Press. 2. Denes, P. and Pinson,E.N.(1993). The Speech Chain, 2nd ed.Oxford: W. H. Freeman and Company. 3. Fry, D.B. (1979). The Physics of Speech. Cambridge: Cambridge University Press. 4. Ladefoged, P. (1996). Elements of Acoustic Phonetics, 2nd ed.Chicago: University of Chicago Press. 5. Ladefoged, P. and Johnson, K. (2001). A Course in Phonetics, 6th ed. Wadsworth: Cengage Learning. (ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) On completion of the course, the students will

	CO1	Gain an in-depth understanding of the theoretical underpinnings of the three domains of phonetics: Articulation, IPA and Acoustics	PO1, PO2, PO3	Domain Specific s
	CO2	Grasp the various articulatory mechanisms such as initiation, phonation and articulation involved in the production of speech	PO1, PO2, PO3	Domain Specific
	CO3	Identify, produce, perceive and transcribe all the sounds of IPA	PO9, P10	Application of knowledge and skills
	CO4	Comprehend the physics behind the transmission of speech sounds and acoustically analyse speech	PO1, PO2 PO9, P10	Domain Specific Application of knowledge and skillss
	CO5	Efficiently use speech analysis tools such as PRAAT, CSL, Mingogram, etc.	PO7, P10	Skill Enhancements Application of knowledge and skills
	CO6	Apply the theoretical knowledge and analytical skills gained to describe and document Indian languages including lesser studied and endangered languages	PO13 PO14	Generic Learning

Course Delivery	Lecture
Evaluation Scheme	• Internal Assessment: 40 % (3 internal tests of 20 marks each) • Final Assessment: 60 %
Reading List	1. Catford, J.C. (1977). **Fundamental Problems in Phonetics**. Edinburgh: Edinburgh University Press. 2. Denes, P. and Pinson, E.N. (1993). **The Speech Chain**, 2nd ed.Oxford: W. H. Freeman and Company. 3. Fry, D.B. (1979). **The Physics of Speech**. Cambridge: Cambridge University Press. 4. Ladefoged, P. (1996). **Elements of Acoustic Phonetics**, 2nd ed.Chicago: University of Chicago Press. 5. Ladefoged, P. and Johnson, K. (2001). **A Course in Phonetics**, 6th ed. Wadsworth: Cengage Learning. 6. International Phonetic Association. (1999). **Handbook of the International Phonetic Association**: a guide to the use of the International Phonetic Alphabet. Cambridge: CUP. (Supplementary reading will be given as and when needed)

Course Title	**MALINGE 671**
Category (Mention the appropriate category (a/b/c) in the course description	Existing course without changes
Course Code	**An Introduction to Mathematical Linguistics**
Semester	Semester III
No. of Credits	4
Maximum intake	30
Day/ Time	Tuesday & Thursday: 4.00 – 6.00 pm
Name of the teacher/s	Dr. Utpal Lahiri
Course Description:	Set theory, Propositional logic, Relations and Functions, Predicate Calculus, Modal Logic, Algebraic Structures (Orders, lattices, Boolean Algebras). Textbook: Partee, B., R. Wall and A. Ter Meulen (1990). Mathematical Methods in Linguistics. Springer.
Course Delivery	Lecture
Evaluation Scheme	Internals (40%), Final (60%)
Reading List	

Course Title	**MALINGE 671**
Category (Mention the appropriate category (a/b/c) in the course description	Existing course without changes
Course Code	**An Introduction to Mathematical Linguistics**
Semester	Semester III
No. of Credits	4
Maximum intake	30
Day/ Time	Tuesday & Thursday: 4.00 – 6.00 pm
Name of the teacher/s	Dr. Utpal Lahiri
Course Description:	Set theory, Propositional logic, Relations and Functions, Predicate Calculus, Modal Logic, Algebraic Structures (Orders, lattices, Boolean Algebras). Textbook: Partee, B., R. Wall and A. Ter Meulen (1990). Mathematical Methods in Linguistics. Springer.

Course Title	**APPLIED PHONETICS**
Category (Mention the appropriate category (a/b/c) in the course description	a – existing course without changes
Course Code	**MALINGE 612**
Semester	**Semester III**
No. of Credits	4
Maximum intake	30
Day/ Time	Monday & Thursday: 2.00 – 4.00 pm
Name of the teacher/s	Dr. Didla Grace, Dr. Meena Debashish and Dr. Neelam Singh
Course Description:	i) A brief overview of the course This course facilitates a basic understanding of the emerging applied areas of Phonetics such as Clinical, Forensic and Sociophonetics. The first module on Clinical Phonetics gives a broad classification of the disorders of language in general and speech in particular. It facilitates an understanding of the various speech disorders, such as voice, resonance, articulatory and fluency. The second module presents an overview of the history of Forensic Phonetics (FP) and lays a foundation in different aspects of FP, such as Speaker Profiling and Speaker Identification. The third module is designed to facilitate an overview of the key concepts of Sociophonetics, such as Style and Identity, Variation and the Cognitive Processing of Sounds, and Sociophonetic Variation.

O1	Gain an in-depth understanding of the emerging applied areas of Phonetics such as Clinical, Forensic and Socio-Phonetics	PO2, PO11	Domain Specific Application of Knowledge and sskills
CO2	Obtain a thorough knowledge of the various language and speech disorders, their origin, prevalence, and their effects on speech	PO2, PO11	Domain Specific Application of Knowledge and skills
CO3	Acquire skills to perceive and transcribe disordered speech using Ext IPA	PO5, PO6, P10	Skill Enhancement Application of Knowledge and skills
C04	Gain a sound understanding of the emerging area of forensic phonetics by tracing its origin, evolution and itss current applications in crime	PO, PO9, P10	Domain Application of Knowledge Skills

	C05	Obtain a clear understanding of language variation and how this Variation is analyzed through the lens of Socophonetics	PO1, PO2 PO6, PO10	Domain specific Skill Enhancement Application
	C06	Understand how individuals use phonetic variation to create multifaceted identities	PO12	Generic
	C07	Gain skills to efficiently use speech analysis tools such as PRAAT and CSLs	PO7	Skill Enhancement
	C08	Be able to apply the theoretical knowledge gained in the analysis of clinical, forensic and socio-phonetic case-studies	PO11 PO12 PO14	Knowledge & Application Generic Learning
Prerequisite	MALINGC 511: Phonetics and Spoken English			
Course Delivery	Lecture			
Evaluation Scheme	Internals: Assignments (10%), Written Tests (30%) Externals: Semester- end examination (60 %)			
Reading List	1) Riper, V.C. (1990). Speech Correction: An Introduction to Speech Pathologyand Audiology. USA: Allyn& Bacon. 2) Ball, M. J. &Lowry, O. M. (2001). Methods in Clinical Phonetics. USA: WhurrPublishers Ltd. 3) Hollien, H. (1990). Acoustics of Crime. New York: Plenum Press. 4) Baldwin, R. J. and French, P. (1990). Forensic Phonetics. London: PinterPublishers Ltd. 5) Foulkes, P. & Docherty, G. J. (1999). Urban voices– overview. Urban voices:Accent studies in the British Isles, 1-24. 6) Kendall, T. &Fridland, V. (2021). Sociophonetics. Cambridge: CambridgeUniversity Press. 7) Thomas, E. (2011). Sociophonetics: An Introduction. Basingstoke: Palgrave-Macmillan.			

Course Title	**Syllable in Phonetic Theory (SPT)**
Category (Mention the appropriate category (a/b/c) in the course description	Existing course without changes
Course Code	**MALINGE 613**
Semester	Semester III
No. of Credits	4
Maximum intake	30
Day/ Time	Tuesday & Thursday: 9.00 – 11.00
Name of the teacher/s	Prof. S. Jayaraju
Course Description:	Syllable in Phonetic Theory offers the certain basic research-oriented insights into the concept of syllable-- a basic suprasegmental unit. The course exposes different linguistic treatments of syllable, to the participants. It requires four contact hours a week, where classroom instruction, interaction, and presentations are paramount. The tentative topics targeted to be covered on the course are – The concept and History of Syllable, Segments and their Role in Syllable Structure, Syllabification, Syllable and Connected Speech, Syllable Phonotactics, and Different Treatments of syllable.
Course Delivery	Lectures - Practicals (Data Analysis)
Evaluation Scheme	Internals for 40% Externals for 60%
Reading List	Chomsky ,N, and Halle , M (1968) " The sound pattern of English" new york : Harper and Row. Duanmu ,S (2008) " Syllable structure " , the limits of variation , Oxford University Press . Geoffrey B Iainey . " A short History of the Words " , British Museum . Rogers , H (2000) " the sounds of language , An Introduction to Phonetics . Essex : pearson Education Selkirk, Elisabeth 1982 . The syntax of words . Linguistic Inquiry Monograph Series. Cambridge , Mass : MII Press .

Course title	**Research Methodology**
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	**MALING C 698**
Semester	Three (Semester III)
Number of credits	4 credits
Maximum intake	30 intake
Day/Time	Tuesday: 2.00 – 4.00 pm Friday: 2.00 – 3.00 pm
Name of the teacher/s	Prof. Roopa Suzana, Dr. Utpal Lahiri, Dr, Neelam Singh
Course description	**Introduction** The Research Methodology course in linguistics aims to teach students the fundamental techniques and approaches used in linguistic research. It focuses on developing skills to design studies, collect and analyse data, and draw valid conclusions. Overall, the course aims to empower students with the tools and knowledge necessary to conduct rigorous and meaningful research in the field of linguistics. This course has three modules. **Module1: Types of Research and Research Design** This module is designed to enhance students' ability to critically evaluate existing linguistic research, identify gaps in the literature and contribute to the ongoing discourse in the field. It further equipslearners with the skills to identify research problems, formulate research questions, build hypotheses, and state objectives clearly. In addition, it also developsskills to build an appropriate research design based on the nature of enquiry. **Module 2: Data Collection Techniques** This module on field methods in linguistics typically involves collecting and documenting linguistic data. It introduces learners to various methods of gathering linguistic data, such as designing questionnaires and tests, interviews, surveys, experiments, audio recordings, and corpus analysis. It also equips learners with the knowledgeof using appropriatetechniques and tools necessary to conduct effective and rigorous linguistic fieldwork. Emphasis is also laid on the importance of involving and collaborating with language speakers and communities throughout the research process. In addition, it also addresses the ethical issues related to linguistic research, such as consent, privacy, and cultural sensitivity. **Module 3: Data Analysis and interpretation and Academic Writing** This module focuses on training learners how to analyseand interpret linguistic data.It introduces students to the various instrumental techniques used in the analysis of linguistic/Phonetic data. Students will have hands-on experience in designing and conducting small-scale research projects, collecting linguistic data, analysing results, and drawing valid conclusions. Students will also learn about data analysis and experiments in syntax and semantics. This module also focuses on equipping learners with the required technical writing skills to present the literature review, description of the methodology used for the research experiment. It trains learners on how to paraphrase, use appropriate methods of in-text citation and referencing using APA style. It also draws their attention to the issue of plagiarism.
Course delivery	Lecture
Evaluation scheme	Internal: 40% (Assignments/ Presentations) External: 60% (Term Paper)

Reading list	Bowern, C. 2015. *Linguistic fieldwork: A practical guide*. Springer.
	Chelliah, S. L., & De Reuse, W. J. 2010. *Handbook of descriptive linguistic fieldwork*. Springer Science & Business Media.
	De Laine, M. 2000. "Fieldwork, participation and practice: Ethics and dilemmas in qualitative research". *Fieldwork, Participation and Practice*, 1-240.
	Lee-Treweek, G., &Linkogle, S. (Eds.). 2000. *Danger in the field: Risk and ethics in social research*. Psychology Press.
	Newman, P., & Ratliff, M. (Eds.). 2001. *Linguistic fieldwork*. Cambridge University Press.
	Butcher, A. 2013. *Research Methods in Phonetic Fieldwork*. Bloomsbury Publishing.
	Staley, Kent W. 2014. *An Introduction to the Philosophy of Science*. Cambridge University Press.
	Sprouse, Jon. 2023. *The Oxford Handbook of Experimental Syntax*. Oxford University Press.
	Goodall, Grant. 2021. *The Cambridge Handbook of Experimental Syntax*. Cambridge University Press.
	Ball, Derek and Brian Rabern. 2018. *The Science of Meaning*. Oxford University Press.