

**MA Linguistics (Cafeteria) Course Descriptions – Semester II ( 2 January – 11 April 2026)**

Course Title	<b>Phonetics and Spoken English</b>			
Category (Mention the appropriate category (a/b/c) in the course description)	Existing course without changes			
Course Code	<b>MALINGC 411</b>			
Semester	II			
No. of Credits	4			
Maximum intake	30 – 35			
Day/ Time	Tuesday & Thursday: 9.00 am – 11.00 am			
Name of the teacher/s	Dr. Meena Debashish			
Course Description:	<p><b>A brief overview of the course:</b> Students will be able to</p> <p>The course ‘Phonetics and Spoken English’ deals with the essentials of Phonetics such as the Speech Mechanism, description of speech sounds (consonants &amp; vowels), syllable, stress at both word and sentence levels, and prosodic features of the English language, through theoretical classroom sessions, tutorials, and language lab practice sessions. The evaluation is based on theoretical knowledge and its application, and production and perception skills.</p>			
	CO1	Obtain a sound theoretical knowledge of the Phonetics of English	PO3, PO8	Domain Specific Skill Enhancement
	CO2	Receive thorough training to identify and describe the phonemes of English language	PO2, PO3	Domain Specific
	CO3	Appreciate the patterns of word accent, sentences rhythm, and intonation (in various contexts) of English (RP) for better appreciation of the language and its efficient use	PO3	Domain Specific

	CO4	Acquire pronunciation skills through the use of English dictionary	PO3, PO8	Domain Specifics Skill Enhancement
	CO5	Overcome L1 interference and improve the intelligibility of their speech	PO8	Skill Enhancement
	CO6	Develop their Spoken English Skills to augment their employability	PO8	Skill Enhancement and Employability
Course Delivery	Lectures, Tutorials and Language Lab sessions			
Evaluation Scheme	Written examination and oral test			
Reading List	<p><b>Prescribed Readings:</b></p> <p>1. Gimson, A.C. 2008. Gimson's Pronunciation of English, 7 th ed. Revised by A Cruttenden. London: Hodder Education.</p> <p>2. Roach, P. 2009. English Phonetics and Phonology: A Practical Course, 4 th ed. Cambridge: Cambridge University Press.</p> <p><b>Dictionary:</b></p> <p>1. Jones, D. 2011. Cambridge English Pronouncing Dictionary, 18 th ed. Cambridge: Cambridge University Press.</p>			

Course Title	<b>Basic Issues in Phonology</b>
Category (Mention the appropriate category (a/b/c) in the course description)	a. Existing course with more focus on Indian languages
Course Code	MALINGC 421
Semester	II
No. of Credits	4
Maximum intake	30 (on first-come-first-served-basis)
Day/ Time	Wednesday & Friday: 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—  <b>By the end of the programme, the students will have:</b>  <b>PO1:</b> obtained a sound knowledge of various branches of language sciences: theoretical and applied  <b>PO2:</b> acquired skills to analyse various aspects of a language/ languages  <b>PO3:</b> applied theories to analyse data from Indian and other languages  <b>PO4:</b> understood how theories are built with evidence/data from languages  <b>PO5:</b> obtained theoretical and functional understanding of phonetics with special reference to English  <b>PO6:</b> carried out empirical studies in languages  <b>PO7:</b> learnt to apply knowledge of linguistics to other disciplines such as Artificial Intelligence, Cognitive Psychology, Forensic and Clinical Sciences  <b>PO8:</b> learnt to address language-related societal needs and issues: language planning, language maintenance, language standardization, language variation and language and gender  <b>PO9:</b> learned to describe and document lesser studied and endangered languages  <b>PO10:</b> learned to use relevant tools to analyse phonetic and linguistic data</p> <p>a) <b>domain-specific outcomes:</b> Upon successful completion, students will have the knowledge and skills to  <b>CO1:</b> identify phonemic inventories of different languages, phonological processes and natural classes, the nature of</p>

	<p>phonological explanations, the structure of phonological theory, the shape of phonological representations(features vs. elements), and a comparison between different theories of phonological processes.</p> <p><b>CO2:</b> 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><b>CO3:</b> observe and identify phonological variations in new linguistic contexts</p> <p><b>CO4:</b> apply the principles of phonological variation to the structures of their languages</p> <p><b>CO5:</b> 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., &amp; Jacobs, H. (2017). <i>Understanding phonology</i>. Routledge.</p> <p>Hayes, B. (2008). <i>Introductory phonology</i> (Vol. 7). John Wiley &amp; 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 &amp; 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 &amp; Francis.</p>

Course Title	<b>Basic Issues in Semantics</b>
Category (Mention the appropriate category (a/b/c) in the course description)	Existing course without changes
Course Code	MALINGC 451
Semester	II
No. of Credits	4
Maximum intake	30 (on first-come-first-served-basis)
Day/ Time	Monday & Wednesday: 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><b>PO1:</b> obtained a sound knowledge of various branches of language sciences: theoretical and applied</p> <p><b>PO2:</b> acquired skills to analyse various aspects of a language/ languages</p> <p><b>PO3:</b> applied theories to analyse data from Indian and other languages</p> <p><b>PO4:</b> understood how theories are built with evidence/data from languages</p> <p><b>PO5:</b> obtained theoretical and functional understanding of phonetics with special reference to English</p> <p><b>PO6:</b> carried out empirical studies in languages</p> <p><b>PO7:</b> learnt to apply knowledge of linguistics to other disciplines such as Artificial Intelligence, Cognitive Psychology, Forensic and Clinical Sciences</p> <p><b>PO8:</b> learnt to address language-related societal needs and issues: language planning, language maintenance, language standardization, language variation and language and gender</p> <p><b>PO9:</b> learned to describe and document lesser studied and endangered languages</p> <p><b>PO10:</b> 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</p> <p><b>CO1:</b> 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><b>CO2:</b> explain meaning relations like Entailment, Implicature, Presuppositions, Synonymy, Appropriateness, Anaphoric Relations. (Chapter 1 of Chierchia and McConnell-Ginet)</p> <p><b>CO3:</b> 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><b>CO4:</b> 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 (2<sup>nd</sup> Edition). 2000. MIT Press.</p> <p><i>Semantics in Generative Grammar</i>, by Heim, Irene and Angelika Kratzer. 1998. Blackwell Publishers.</p>

Course title	<b>An Introduction to Language Acquisition</b>																										
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes																										
Course code	<b>MALINGC 591</b>																										
Semester	II																										
Number of credits	4 credits																										
Maximum intake	40 intake <b>Prerequisite for the course</b> MALINGC 541: Syntax 1																										
Day/Time	Monday:11.00 – 1.00 pm Thursday:2.00 – 4.00 pm																										
Name of the teacher/s	Prof. Shruti Sircar																										
Course description	<p>(i) A brief introduction to the Course</p> <p>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.</p> <p>(i) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>On completion of the course, the students will</p> <table border="1"> <tr> <td><b>CO1</b></td> <td>gain detailed knowledge of child language development</td> <td>PO1</td> <td>domain specific</td> </tr> <tr> <td><b>CO2</b></td> <td>learn about various language acquisition theories and theoretical debates in language acquisition research</td> <td>PO1</td> <td>domain specific</td> </tr> <tr> <td><b>CO3</b></td> <td>learn about the basic experimental procedures used to test children's linguistic knowledge</td> <td>PO2</td> <td>skill enhancement</td> </tr> <tr> <td><b>CO4</b></td> <td>learn how to collect samples of child language from different languages and different age groups</td> <td>PO5, PO7</td> <td>skill enhancement</td> </tr> <tr> <td><b>CO5</b></td> <td>develop skills for analyzing children's spontaneous and elicited language production</td> <td>PO6, PO7</td> <td>skill enhancement</td> </tr> <tr> <td><b>CO6</b></td> <td>apply knowledge of the features of child language to analyze children's language samples</td> <td>PO6</td> <td>domain specific</td> </tr> </table>			<b>CO1</b>	gain detailed knowledge of child language development	PO1	domain specific	<b>CO2</b>	learn about various language acquisition theories and theoretical debates in language acquisition research	PO1	domain specific	<b>CO3</b>	learn about the basic experimental procedures used to test children's linguistic knowledge	PO2	skill enhancement	<b>CO4</b>	learn how to collect samples of child language from different languages and different age groups	PO5, PO7	skill enhancement	<b>CO5</b>	develop skills for analyzing children's spontaneous and elicited language production	PO6, PO7	skill enhancement	<b>CO6</b>	apply knowledge of the features of child language to analyze children's language samples	PO6	domain specific
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	<b>CO7</b>	apply child language data to explain linguistic theorization	PO9, PO10	domain specific
	<b>CO8</b>	apply concepts learnt to understand language in children with disabilities and disorders	PO10, PO11,	value added
Course delivery	Lecture 60% 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	<p><b>Essential reading:</b>  Maria Teresa Guasti (2003). <i>Language Acquisition: The Growth of Grammar</i>. MIT Press.</p> <p><b>Additional reading</b></p> <ol style="list-style-type: none"> <li>1. O'Grady (2005). <i>How Children Learn Language</i>. Cambridge University Press.</li> <li>2. Barbara C Lust (2006). <i>Child Language</i>. Cambridge University Press.</li> <li>3. Erika Hoff (2013). <i>Language Development</i>. Cengage Books.</li> <li>4. Eve Clark (2016). <i>First Language Acquisition</i>. Cambridge University Press.</li> </ol>			

Course title	<b>Language universals and Linguistic Typology</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course with revision. The first part of the course listed under 'course description', is a foundation to the course and remains unchanged. The evaluation system has been revised completely as well as the readings that contribute to the Internals II and III as well to the term-paper.
Course code	MALINGE 502
Semester	II, IV ( <b>Elective course</b> ) <i>(Open to both MA Linguistics &amp; MA Cafeteria students)</i>
Number of credits	04
Maximum intake	<b>30</b> (on first-come-first-served-basis)
Day/Time	Wednesday; Friday: 9-11 am
Name of the teacher/s	Dr. Anish Koshy, Dept of Linguistics and Phonetics, SLS
Course description	<p>This course is an introduction to the principles and practices of linguistic typology, i.e. the cross-linguistic comparison of languages independent of their historical and geographical connections. Typology examines variation between languages in terms of their structural characteristics, attempts to account for the distribution of the variation encountered and provides explanations for the patterns uncovered. At the conclusion of the course, students will understand the key methodological principles of typology and have a greater understanding of the ways in which languages are similar (linguistic universals) and different (linguistic diversity). The course covers half of the prescribed syllabus for Unit VIII of the UGC NET (Linguistics) examination.</p> <p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Approaches to Language Universals – two major approaches: Generative and Typological</li> <li>• Classification of Language Universals – Formal and substantive; Implicational and Non-Implicational; Absolute Universals and Tendencies</li> <li>• Explanations for Language Universals</li> <li>• Typology and Universals</li> <li>• Morphological types of languages – agglutinative, analytical, inflectional, infixing and polysynthetic languages</li> <li>• Word Order Typology – Greenberg's correlations</li> <li>• Typological and Historical Linguistics – Diachronic dimensions in Universals and Typology; Areal Typology</li> </ul>
<b>Course Objectives (COs) Mapped to Programme Specific Outcomes (PSOs)</b>	<p>The course is designed to achieve the following Course Objectives (COs), each explicitly mapped to the relevant Programme Specific Outcomes (PSOs) of the MA Linguistics programme:</p> <ol style="list-style-type: none"> <li>1. <b>To provide students with advanced knowledge of the principles, methods, and key concepts in linguistic typology, including approaches to language universals, morphological classification, word order correlations, and the relationship between typology and historical/areal linguistics.</b> Mapped to PSOs: PO1 (acquire advanced knowledge of various branches of language sciences and emerging developments), PO4 (gain knowledge of Indian linguistic tradition – through discussion of areal typology and South Asian linguistic features), PO5 (acquire cognitive and technical skills to</li> </ol>

	<p>analyse various aspects of languages and synthesise ideas from a range of sources).</p> <ol style="list-style-type: none"> <li>2. <b>To develop students' understanding of cross-linguistic variation and universals, enabling them to critically evaluate typological patterns, explanations for universals, and the distinction between absolute universals and tendencies.</b>Mapped to PSOs: PO1 (advanced knowledge of language sciences), PO5 (cognitive skills to synthesise ideas from diverse sources), PO6 (advanced analytical skills to evaluate research findings).</li> <li>3. <b>To equip students with procedural and methodological skills for conducting typological research, including the use of typological databases, formulation of hypotheses, design of elicitation tools, and analysis of primary linguistic data from diverse languages.</b>Mapped to PSOs: PO2 (acquire procedural knowledge for analysis of languages leading to research and development), PO6 (advanced analytical skills to design and conduct research), PO7 (gain expertise in using relevant tools to analyse linguistic data), PO14 (plan, execute, and report the results of an investigation).</li> <li>4. <b>To enable students to apply typological frameworks to the analysis of grammatical phenomena in their mother tongues or lesser-studied Indian languages, thereby contributing original insights to cross-linguistic studies.</b>Mapped to PSOs: PO9 (apply theoretical and technical knowledge to analyse data from Indian and other languages), PO10 (apply advanced knowledge to carry out empirical studies in languages), PO13 (describe and document lesser-studied and endangered languages).</li> <li>5. <b>To foster skills in independent research through critical engagement with typological literature, preparation of research proposals, presentations, and a substantial term paper involving primary data analysis.</b>Mapped to PSOs: PO5 (acquire cognitive and technical skills to synthesise ideas), PO6 (advanced analytical skills for research design and evaluation), PO14 (plan, execute, and report the results of an investigation), PO15 (attain required skills for employment/better career prospects).</li> <li>6. <b>To enhance students' ability to connect typological insights to broader interdisciplinary applications and societal issues, such as language documentation, maintenance, and variation.</b>Mapped to PSOs: PO11 (extend knowledge of linguistics to augment other disciplines), PO12 (address language-related societal needs and issues, including language variation and maintenance), PO13 (describe and document lesser-studied and endangered languages).</li> </ol>
<b>Learning Outcomes</b>	<p><b>a) Domain-Specific Outcomes</b> (Enhancing advanced knowledge and understanding of linguistic typology as a core branch of language sciences)</p> <ul style="list-style-type: none"> <li>• Acquire comprehensive knowledge of key concepts in linguistic typology, including approaches to language universals, morphological classifications, word order correlations, and the interplay between typology, historical linguistics, and areal linguistics. <b>Mapped to Course Objectives: 1, 2</b></li> <li>• Develop a critical understanding of cross-linguistic variation, linguistic universals (formal/substantive, implicational/non-</li> </ul>

	<p>implicational, absolute/tendencies), and competing explanations for typological patterns. <b>Mapped to Course Objectives:</b> 1, 2</p> <ul style="list-style-type: none"> <li>• Gain insight into the Indian linguistic tradition through the lens of areal typology and the application of typological frameworks to South Asian and lesser-studied languages. <b>Mapped to Course Objectives:</b> 1, 4</li> </ul> <p><b>b) Value Addition</b> (Fostering intellectual growth, interdisciplinary connections, and awareness of broader societal implications of linguistic diversity)</p> <ul style="list-style-type: none"> <li>• Cultivate an appreciation for linguistic diversity and the methodological challenges in identifying universals, promoting a nuanced view of language as a human faculty beyond generative perspectives. <b>Mapped to Course Objectives:</b> 2, 6</li> <li>• Develop awareness of how typological insights contribute to addressing societal issues such as language documentation, maintenance, variation, and the preservation of lesser-studied/endangered languages. <b>Mapped to Course Objectives:</b> 4, 6</li> <li>• Enable connections between linguistic typology and interdisciplinary fields (e.g., cognitive science, language planning, AI, and forensic linguistics), highlighting the broader relevance of typological research. <b>Mapped to Course Objectives:</b> 6</li> </ul> <p><b>c) Skill-Enhancement</b> (Developing cognitive, analytical, technical, and research skills specific to linguistic analysis)</p> <ul style="list-style-type: none"> <li>• Enhance cognitive and analytical skills through critical evaluation of typological literature, synthesis of cross-linguistic data, and formulation of research hypotheses. <b>Mapped to Course Objectives:</b> 2, 3, 5</li> <li>• Build procedural and technical skills in typological methodology, including the use of databases, design of elicitation tools/questionnaires, primary data collection, glossing, and empirical analysis. <b>Mapped to Course Objectives:</b> 3, 4, 5</li> <li>• Strengthen communication and presentation skills through individual presentations, research proposal writing, and defence of analytical findings. <b>Mapped to Course Objectives:</b> 5</li> </ul> <p><b>d) Employability Quotient</b> (Equipping students with transferable research competencies and professional skills for academic and applied careers)</p> <ul style="list-style-type: none"> <li>• Attain proficiency in planning, executing, and reporting independent linguistic investigations, including the production of a substantial term paper with original empirical contributions. <b>Mapped to Course Objectives:</b> 3, 4, 5</li> <li>• Develop expertise in empirical research on diverse languages (particularly Indian and lesser-studied ones), preparing students for roles in language documentation, academic research, and fieldwork-based projects. <b>Mapped to Course Objectives:</b> 3, 4</li> <li>• Acquire skills valued in academia and industry, such as critical thinking, research design, data analysis, scholarly writing, and oral presentation, enhancing prospects in teaching, research, language technology, policy, and interdisciplinary domains. <b>Mapped to Course Objectives:</b> 5, 6</li> </ul>
Course delivery	The course will be delivered through a balanced combination of <b>Lecture</b> , <b>Seminar</b> , and <b>Experiential Learning</b> modes to ensure progressive

acquisition of theoretical knowledge, critical engagement, and practical research skills.

### **Lecture Mode**

(Primarily for building foundational knowledge and conceptual understanding)

- Interactive lectures introducing core theoretical concepts, such as approaches to language universals (generative vs. typological), classification of universals (formal/substantive, implicational/non-implicational, absolute vs. tendencies), explanations for universals, morphological typology, Greenberg's word order correlations, and the interface between typology, diachronic linguistics, and areal typology.
- Instructor-led explanations of key readings from essential texts (e.g., Comrie 1989, Greenberg 1974, Moravcsik 2012, Whaley 1996) with illustrative cross-linguistic examples.
- Overview of methodological principles in typology, including sampling, use of databases (e.g., WALS), and challenges in cross-linguistic comparison.

### **Seminar Mode**

(Fostering critical discussion, peer engagement, and analytical depth)

- Student-led presentations on selected typological studies (Internal II), where individuals critically analyse a seminal or recent paper from the additional readings (e.g., Comrie on case, animacy, causatives, relative clauses; Dryer on passives or noun phrase structure).
- Guided class discussions on assigned readings, debates in the field (e.g., Eurocentrism in typology, absolute universals vs. tendencies), and implications of typological findings for linguistic theory.
- Peer feedback sessions during presentations and Q&A following the end-semester term paper presentations, encouraging critical evaluation and synthesis of ideas.

### **Experiential Learning Mode**

(Emphasizing hands-on application, primary data analysis, and independent research)

- Practical application of typological frameworks to students' mother tongues or lesser-studied Indian languages through data elicitation, glossing, and comparative analysis in the term paper.
- Development and submission of a research proposal (Internal III), including formulation of a hypothesis, methodological design, and creation of an elicitation questionnaire for investigating a grammatical phenomenon.

	<ul style="list-style-type: none"> <li>• Independent collection and analysis of primary linguistic data for the term paper, culminating in an original contribution to typological understanding, followed by oral defence during class presentations.</li> </ul> <p>This integrated delivery approach ensures that theoretical input through lectures is reinforced by critical discussion in seminars and deepened through practical, student-centred experiential activities, progressively building toward advanced research competence in linguistic typology.</p>
Evaluation scheme	<p><b>Continuous Internal Assessment (40% total)</b></p> <ol style="list-style-type: none"> <li>1. <b>Internal I: Sit-Down Examination:</b> A closed-book written exam focusing on key concepts, theoretical frameworks, and cross-linguistic patterns covered in the first part of the course.</li> <li>2. <b>Internal II: Individual Presentation on a Typological Study:</b> Students will select (or be assigned) individually or as a small group, a seminal or recent typological study from the course readings and deliver a 10-15 minute oral presentation. The presentation should summarize the study's methodology, main findings, strengths, limitations, and implications for linguistic typology, with illustrative examples from diverse languages.</li> <li>3. <b>Internal III: Research Proposal Submission (optional)</b> Students will submit a short research proposal (1000-1500 words) outlining: <ul style="list-style-type: none"> <li>○ A specific grammatical phenomenon suitable for typological investigation,</li> <li>○ A clear research hypothesis linking it to cross-linguistic patterns,</li> <li>○ A proposed methodology for data collection and analysis, and</li> <li>○ A draft elicitation questionnaire (or other tools) tailored to exploring the phenomenon in their mother tongue or another language.</li> </ul> <p>Internal III prepares students for the term paper by emphasizing methodological rigour.</p> </li> </ol> <p><b>End-Semester Assessment (60%)</b></p> <p><b>Term Paper and Presentation (60 marks total)</b></p> <ul style="list-style-type: none"> <li>• <b>Written Term Paper (45 marks):</b> A substantial research paper (4000-6000 words) based on an assigned core reading. Students will explore a selected grammatical phenomenon typologically, provide a critical literature review, analyze primary data from their mother tongue (with glossed examples and methodological transparency), and offer an original contribution (e.g., refining a typological parameter or identifying areal/genetic influences).</li> <li>• <b>Class Presentation and Defense (15 marks):</b> A 15-20 minute oral presentation of the term paper's major findings, followed by a Q&amp;A session. Emphasis will be placed on clarity, use of visuals, engagement with the audience, and ability to defend analytical</li> </ul>

	choices.
Reading list	<p><b>Essential readings:</b></p> <p>Comrie, Bernard. 1989. <i>Language universals and linguistic typology: Syntax and morphology</i>. University of Chicago press. Chapters 1-4.</p> <p>Greenberg, Joseph. 1974. <i>Language typology: A historical and analytic overview</i>. Vol. 184. Walter de Gruyter.</p> <p>Moravcsik, Edith. A. 2012. <i>Introducing language typology</i>. Cambridge University Press.</p> <p>Whaley, Lindsay. J. 1996. <i>Introduction to typology: the unity and diversity of language</i>. Sage Publications.</p> <p><b>Additional readings (for class presentations and term papers):</b></p> <p>Aikhenvald, Alexandra Y. 1985. Typological distinctions in word formation. In <i>Language Typology and Syntactic Description</i>, ed. by Timothy Shopen, Volume 3. Cambridge University Press, 1-65.</p> <p>Comrie, Bernard. 1989. Animacy. In <i>Language universals and linguistic typology: Syntax and morphology</i>. University of Chicago press, 185-200.</p> <p>Comrie, Bernard. 1989. Case. In <i>Language universals and linguistic typology: Syntax and morphology</i>. University of Chicago press, 124-137.</p> <p>Comrie, Bernard. 1989. Causatives. In <i>Language universals and linguistic typology: Syntax and morphology</i>. University of Chicago press, 165-184.</p> <p>Comrie, Bernard. 1989. Relative clauses. In <i>Language universals and linguistic typology: Syntax and morphology</i>. University of Chicago press, 138-164.</p> <p>Comrie, Bernard. 1989. Subject. In <i>Language universals and linguistic typology: Syntax and morphology</i>. University of Chicago press, 104-123.</p> <p>Dryer, Matthew S. 1985. Noun Phrase structure. In <i>Language Typology and Syntactic Description</i>, ed. by Timothy Shopen, Volume 2. Cambridge University Press, 151-205.</p> <p>Fang, Hongmei. 2025. Echo answers. <i>Linguistic Typology</i> 29(2): 269–317.</p> <p>Haspelmath, Martin. 1985. Coordination. In <i>Language Typology and Syntactic Description</i>, ed. by Timothy Shopen, Volume 2. Cambridge University Press, 1-51.</p> <p>Inman, David and Marine and Marine Vuillermet. 2025. Singular-plural verb stem alternation: uncovering global and local drivers of typological variation. <i>Linguistic Typology</i> 29(1): 81–125.</p> <p>Keenan, Edward L and Matthew S. Dryer. 1985. Passives in the world's languages. In <i>Language Typology and Syntactic Description</i>, ed. by Timothy Shopen, Volume 1. Cambridge University Press, 325-361.</p> <p>Thompson, Sandra A, Robert E. Longacre, and Shin JA. J. Hwang. 1985. Adverbial clauses. In <i>Language Typology and Syntactic Description</i>, ed. by Timothy Shopen, Volume 2. Cambridge University Press, 237-300.</p> <p>Zingler, Tim and Phillip Rogers. 2025. The interaction of affix size, type and shape: a cross-linguistic study. <i>Linguistic Typology</i> 29(2): 233–268.</p> <p><i>The additional readings will be modified based on class strength.</i></p>

Course Title	<b>Phonetics of English</b>
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 <b>for MA courses only</b> )
Pre-requisite	MALINGC 511
Day/ Time	Tuesday & Thursday: 11.00 am – 1.00 pm
Name of the teacher/s	Dr. Dominic Savio & Dr. Neelam Singh
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. 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"> <li>1. To help learners acquire the rhythm of English in contextualized dialogues [POs: 1, 2, 5]</li> <li>2. To train learners to differentiate and use the attitudinal meanings arising out of variations in tones. [POs: 1, 2, 5, 8]</li> <li>3. To train learners to distinguish the different accents of English to address the present Corporate needs [POs: 1, 2, 8]</li> </ol> <p>Course Outcomes:</p> <p>By the end of the course, students will</p> <ul style="list-style-type: none"> <li><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;</li> <li><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;</li> <li><input type="checkbox"/> learn the unmarked and marked instances of the three aspects of intonation in relation to the meaning that is being conveyed, and the six tones for</li> </ul>

	<p>conveying attitudes;</p> <ul style="list-style-type: none"> <li><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</li> <li><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.</li> </ul>
Course Delivery	<p>Module 1:</p> <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Lectures</li> <li>a. Phone, phoneme and allophone; IPA chart; Cardinal Vowel Diagram</li> <li>b. Distribution of phonemes: contrastive, complementary &amp; free variation</li> <li>c. Allophonic variants of obstruents: plosives, fricatives &amp; affricates; phonetic environments and rules; diacritic marks</li> </ul> <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Tutorials &amp; Laboratory sessions</li> <li>a. Practice in the phonetic transcription of obstruents</li> </ul> <p>Module 2:</p> <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Lectures</li> <li>a. Allophonic variants of sonorants: approximant consonants and vowels; phonetic environments and rules; diacritic marks; phonetic transcription</li> <li>b. syllable – phonotactics of English; syllabification</li> </ul> <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Tutorials &amp; Laboratory sessions</li> <li>a. Practice in the phonetic transcription of sonorants, and syllabification</li> </ul> <p>Module 3:</p> <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Lectures</li> <li>a. Word accent: primary and secondary accent in polysyllabic words</li> <li>b. Accentual rules for polysyllabic words, compound words, abbreviations and numbers</li> <li>c. Rhythm of English; strong vs weak forms; contracted forms, all the rules for using strong, weak &amp; contracted forms of words</li> </ul> <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Tutorials &amp; Laboratory sessions</li> <li>a. Perception and production of word accent</li> <li>b. Phonetic transcription of continuous speech</li> </ul> <p>Module 4:</p> <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Lectures</li> <li>a. Intonation: tonality, tonicity and tones; unmarked vs</li> </ul>



Course title	<b>Fundamentals of Forensic Phonetics</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course without changes
Course code	MALINGE 514
Semester	II
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis <b>for MA courses only</b> )
Day/Time	Monday & Wednesday: 2.00 – 4.00 pm
Name of the teacher/s	Dr. Didla Grace Suneetha
Course description	<p>i) A brief overview of the course</p> <p>The course '<b>Fundamentals of Forensic Phonetics</b>' 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><b>C01:</b>To facilitate a thorough understanding of the various aspects of FSS and their applications in the world of crime;  <b>C02:</b>To equip learners to use PRAAT software to analyse forensic speech samples;  <b>C03:</b>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  <b>C04:</b>To equip learners to carry out independent research and present findings.</p> <p>iii) Learning outcomes</p> <p>a) domain specific outcomes</p> <p>Upon completion of the course, students will</p> <ul style="list-style-type: none"> <li>• gain knowledge of the theoretical and practical aspects of forensic speech science;</li> <li>• be able to use PRAAT (speech analysis software) to analyse forensic speech samples;</li> <li>• be equipped to carry out independent research in Forensic Phonetics.</li> </ul>

	<p>b) value addition This course is aimed at bridging the gap between academia and forensic labs. Further, the collaboration between 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 %) Externals (60%): Semester-end Project presentation (30%) and Written Exam (30%)</p>
Reading list	<p>Essential reading</p> <ol style="list-style-type: none"> <li>1) Hollien, Harry. (1990) <i>Acoustics of Crime</i>, New York: Plenum Press.</li> </ol> <p>Additional reading</p> <ol style="list-style-type: none"> <li>1) Baldwin R. John and French. Peter. (1990). <i>Forensic Phonetics</i>, London: Pinter Publishers Ltd.</li> <li>2) Rose, Philip. (2002). <i>Forensic Speaker Identification</i>, London: Taylor and Francis.</li> </ol>