Course title	**Language universals and Linguistic Typology**
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 602**
Semester	II, IV **(Elective course)** *(Open to both MA Linguistics & MA Cafeteria students)*
Number of credits	04
Maximum intake	**30** (on first-come-first-served-basis)
Day/Time	Wednesday; Friday: 9-11am
Name of the teacher/s	Dr. Anish Koshy, Dept of Linguistics and Phonetics, SLS
Course description	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. **Syllabus:** • Approaches to Language Universals – two major approaches: Generative and Typological • Classification of Language Universals – Formal and substantive; Implicational and Non-Implicational; Absolute Universals and Tendencies • Explanations for Language Universals • Typology and Universals • Morphological types of languages – agglutinative, analytical, inflectional, infixing and polysynthetic languages • Word Order Typology – Greenberg's correlations • Typological and Historical Linguistics – Diachronic dimensions in Universals and Typology; Areal Typology
Course Objectives (COs) Mapped to Programme Specific Outcomes (PSOs)	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: 1. **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.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

analyse various aspects of languages and synthesise ideas from a range of sources).

2. **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. 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).

3. **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. 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).

4. **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. 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).

5. **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. 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).

6. **To enhance students' ability to connect typological insights to broader interdisciplinary applications and societal issues, such as language documentation, maintenance, and variation. 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).

Learning Outcomes	**a) Domain-Specific Outcomes**
	(Enhancing advanced knowledge and understanding of linguistic typology as a core branch of language sciences)

- 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. **Mapped to Course Objectives:** 1, 2
- Develop a critical understanding of cross-linguistic variation, linguistic universals (formal/substantive, implicational/non-implicational, absolute/tendencies), and competing explanations for typological patterns. **Mapped to Course Objectives:** 1, 2
- 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. **Mapped to Course Objectives:** 1, 4

b) Value Addition

(Fostering intellectual growth, interdisciplinary connections, and awareness of broader societal implications of linguistic diversity)

- 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. **Mapped to Course Objectives:** 2, 6
- 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. **Mapped to Course Objectives:** 4, 6
- 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. **Mapped to Course Objectives:** 6

c) Skill-Enhancement

(Developing cognitive, analytical, technical, and research skills specific to linguistic analysis)

- Enhance cognitive and analytical skills through critical evaluation of typological literature, synthesis of cross-linguistic data, and formulation of research hypotheses. **Mapped to Course Objectives:** 2, 3, 5
- 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. **Mapped to Course Objectives:** 3, 4, 5
- Strengthen communication and presentation skills through individual presentations, research proposal writing, and defence of analytical findings. **Mapped to Course Objectives:** 5

d) Employability Quotient

(Equipping students with transferable research competencies and professional skills for academic and applied careers)

- Attain proficiency in planning, executing, and reporting independent linguistic investigations, including the production of a substantial term paper with original empirical contributions. **Mapped to Course Objectives:** 3, 4, 5
- 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. **Mapped to Course Objectives:** 3, 4
- 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. **Mapped to Course Objectives:** 5, 6

Course delivery	The course will be delivered through a balanced combination of **Lecture**, **Seminar**, and **Experiential Learning** 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.
- 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.

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.
Evaluation scheme	**Continuous Internal Assessment (40% total))** 1. **Internal I: Sit-Down Examination:** A closed-book written exam focusing on key concepts, theoretical frameworks, and cross-linguistic patterns covered in the first part of the course. 2. **Internal II: Individual Presentation on a Typological Study:** 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. 3. **Internal III: Research Proposal Submission (optional)** Students will submit a short research proposal (1000-1500 words) outlining: o A specific grammatical phenomenon suitable for typological investigation, o A clear research hypothesis linking it to cross-linguistic patterns, o A proposed methodology for data collection and analysis, and o A draft elicitation questionnaire (or other tools) tailored to exploring the phenomenon in their mother tongue or another language. Internal III prepares students for the term paper by emphasizing methodological rigour. **End-Semester Assessment (60%)** Term Paper and Presentation (60 marks total) • **Written Term Paper (45 marks)**: 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). • **Class Presentation and Defense (15 marks)**: A 15-20 minute oral presentation of the term paper's major findings, followed by a Q&A session. Emphasis will be placed on clarity, use of visuals, engagement with the audience, and ability to defend analytical choices.
Reading list	**Essential readings:** Comrie, Bernard. 1989. *Language universals and linguistic typology: Syntax and morphology*. University of Chicago press. Chapters 1-4. Greenberg, Joseph. 1974. *Language typology: A historical and analytic overview*. Vol. 184. Walter de Gruyter. Moravcsik, Edith. A. 2012. *Introducing language typology*. Cambridge University Press.

Whaley, Lindsay. J. 1996. *Introduction to typology: the unity and diversity of language*. Sage Publications.

Additional readings (for class presentations and term papers):

Aikhenvald, Alexandra Y. 1985. Typological distinctions in word formation. In Language Typology and Syntactic Description, ed. by Timothy Shopen, Volume 3. Cambridge University Press, 1-65.

Comrie, Bernard. 1989. Animacy. In *Language universals and linguistic typology: Syntax and morphology*. University of Chicago press, 185-200.

Comrie, Bernard. 1989. Case. In *Language universals and linguistic typology: Syntax and morphology*. University of Chicago press, 124-137.

Comrie, Bernard. 1989. Causatives. In *Language universals and linguistic typology: Syntax and morphology*. University of Chicago press, 165-184.

Comrie, Bernard. 1989. Relative clauses. In *Language universals and linguistic typology: Syntax and morphology*. University of Chicago press, 138-164.

Comrie, Bernard. 1989. Subject. In *Language universals and linguistic typology: Syntax and morphology*. University of Chicago press, 104-123.

Dryer, Matthew S. 1985. Noun Phrase structure. In Language Typology and Syntactic Description, ed. by Timothy Shopen, Volume 2. Cambridge University Press, 151-205.

Fang, Hongmei. 2025. Echo answers. *Linguistic Typology* 29(2): 269–317.

Haspelmath, Martin. 1985. Coordination. In Language Typology and Syntactic Description, ed. by Timothy Shopen, Volume 2. Cambridge University Press, 1-51.

Inman, David and Marine and Marine Vuillermet. 2025. Singular-plural verb stem alternation: uncovering global and local drivers of typological variation. *Linguistic Typology* 29(1): 81–125.

Keenan, Edward L and Matthew S. Dryer. 1985. Passives in the world's languages. In Language Typology and Syntactic Description, ed. by Timothy Shopen, Volume 1. Cambridge University Press, 325-361.

Thompson, Sandra A, Robert E. Longacre, and Shin JA. J. Hwang. 1985. Adverbial clauses. In Language Typology and Syntactic Description, ed. by Timothy Shopen, Volume 2. Cambridge University Press, 237-300.

Zingler, Tim and Phillip Rogers. 2025. The interaction of affix size, type and shape: a cross-linguistic study. *Linguistic Typology* 29(2): 233–268.

The additional readings will be modified based on class strength.

Course title	**Linguistics Fieldwork**
Category (Mention the appropriate category (a/b/c) in the course description.)	c. New course
Course code	MALINGE 603
Semester	IV
Number of credits	4
Maximum intake	15-20
Day/Time	Tuesday & Thursday 2:00 pm - 4:00 pm
Name of the teacher/s	Smita Joseph
Course description	i) A brief overview of the course: This course will introduce students to the data elicitation techniques and ethical issues of linguistic fieldwork. The course will give hands-on experience of working with members of speech communities. It will also enable students to design interviews and recording sessions with informants, and also to analyse recorded data. Students will also be trained to use AI tools and software in the analysis and writing of research. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) By the end of the programme, students will: • **PO1** acquire an advanced knowledge of various branches of languages sciences (theoretical and applied) and emerging developments in the field: *knowledge and understanding* • **PO2** acquire procedural knowledge for analysis of languages leading to research and development: *knowledge and understanding* • **PO3** acquire theoretical and functional understanding of phonetics with special reference to English: *knowledge and understanding* • **PO4** gain knowledge of Indian linguistic tradition: *knowledge and understanding* • **PO5** acquire cognitive and technical skills to analyse various aspects of languages and synthesise ideas from a range of sources: *skills* • **PO6** attain advancedanalytical skills to evaluate research findings, to design and conduct research in various languages: *skills* • **PO7** gain expertise in using relevant tools to analyse linguistic data: *skills*

	- **PO8** applytheoreticaland technical knowledgeto analyse data from Indian and other languages: *application*
- **PO9** apply advanced knowledge to carry out empirical studies in languages: *application*
- **PO10** extendknowledge of linguistics to augment other disciplines such as Artificial Intelligence, Neuroscience, Cognitive Psychology, Forensic and Clinical Sciences, Legal Studies, Marketing, Diplomacy, etc.: *application*
- **PO11** address language-related societal needs and issues: language planning, language maintenance, language standardisation, language variation and language and gender: *generic*
- **PO12** plan, execute, and report the results of an investigation: *generic* iii)   Learning outcomes   a) domain specific outcomes: - **CO1**Demonstrate understanding of the key terminologies of linguistic fieldwork, including the ability to elicit and analyse linguistic data and to conduct linguistic fieldwork on any language
- **CO2** Design data elicitation techniques by generating relevant research questions
- **CO3** Demonstrate critical skills in the analysis of data with respect to linguistic concepts and theories discussed
- **CO4** Demonstrate the ability to present the results of data-based studies by writing reports and research articles
- **CO5** Demonstrate understanding of ethical issues while collecting data, presenting findings, and dealing with informants
- **CO6** Effectively navigate a range of recording equipment and various types of elicitation tools.

- **CO7** Describe, analyse, and elicit data at different linguistic levels
 	
    b) value addition:
The course provides hands-on experience to conduct linguistic fieldwork, bridging the gap between theoretical knowledge and practical skills.
    c) skill-enhancement:
The course provides technical and analytical skills to Analyse linguistic data, including the expertise to use the tools required for the analysis of linguistic data.
d) employability quotient:
The course provides technical and professional competencies and makes graduates industry-ready.

Course delivery	Lecture and Experiential learning for all modules
Evaluation scheme	Internal:two assignments = 40% End-semester:project= 60%
Reading list	Essential reading: • Bowern, C. (2008). *Linguistic fieldwork: A practical guide*. Palgrave Macmillan. • Litosseliti, L. (2010). *Research methods in linguistics*. Continuum. • Schilling, N. (2013). *Sociolinguistic fieldwork*. CUP.

Course title	**ACOUSTIC PHONETICS & ITS APPLICATIONS**
Category	b. Existing course
Course code	MALINGE 615
Semester	IV
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Tuesdays & Thursdays: 2.00 – 4.00 pm
Name of the teacher	Dr. Meena C. Debashish
Course description	**i) 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. **ii)Objectives of the course in terms of Programme Specific Outcomes** **iii) Learning outcomes**—a) domain-specific outcomes b) value addition c) skill enhancement) employability quotient By the end of the course, students will

	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	1. Lecture 2. Seminar: discussions/presentations 3. Experiential learning: tutorial/lab sessions – working with PRAAT software				
Evaluation scheme	Internal (modes of evaluation):**50%** o Quizzes/ Lab assignments / Tests End-semester (mode of evaluation):**50%** o Term Paper based on an experiment/ Written Exam				
Reading list	**Required readings:** • Catford, J. C. (1977) *Fundamental Problems in Phonetics.* Edinburgh: Edinburgh University Press. • Denes, P., and Pinson, E. (1993). *The Speech Chain: The Physics and Biology of Spoken Language, 2nd ed.* New York: W. H. Freeman and Company. • Ladefoged, P. (1996) *Elements of Acoustic Phonetics, 2nd ed.* U. Chicago Press. • Ladefoged, P., and Maddieson, I. (1996). *The Sounds of the 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	**International Phonetic Alphabet**
Category (Mention the appropriate category (a/b/c) in the course description	Existing course without changes
Course Code	MALINGE 616
Semester	IV
No. of Credits	4
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/ Time	Monday: 2.00 pm – 4.00 pm Friday: 11.00 am - .1.00 pm
Name of the teacher/s	Prof. S. Jayaraju
Course Description:	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. 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 - *History of the association, History of the IPA Chart, Relevance of IPA to Human languages, Implications of the IPA Chart, Segmentals, Suprasegmenals, diacritics, and broad and narrow transcription*. 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 *International Phonetic Association.* (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) *The Sounds of the World's Languages.* Blackwell. 3. Ladefoged, P. and S. F. Disner (2012) *Vowels and Consonants: An Introduction to the Sounds of Languages*. 3rd edition. Blackwell

	By the end of the course, the students will

1. demonstrate thorough acquaintance with the history of the association and the IPA Chart,
2. obtain proper knowledge of the principles that promote the association's activities and research,

3. recognise the relevance and significance of the scientific motivations behind the revisions of the IPA Chart,

4. acquire academic knowledge and phonetic skills required to deal with speech data using the latest IPA Chart,

5. apply the phonetic knowledge and perceptual skills by using the phonetic alphabet to the language(s) they know, and

6. Read literature, both texts and research papers, available on IPA and relate the alphabet and theoretical principles and parameters of human-speech-data documentation.

<u>Learning outcomes—</u>

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.

Module 2: Review of the IPA Charts
● 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. |

	Module 3: Perception and Production of the Phonetic Alphabet and Diacritics ● 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. **Module 4: Transcription of Speech Data** ● 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	➢ Internal Assessment: 40% ➢ Semester- end Assessment: 40% (Written or Term papers) 20% (Orals)
Reading List	*1. International Phonetic Association.* (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) *The Sounds of the World's Languages.* Blackwell. 3. Ladefoged, P. and S. F. Disner (2012) *Vowels and Consonants: An Introduction to the Sounds of Languages.* 3rd edition. Blackwell

Course Title	**INTRODUCTION TO OPTIMALITY THEORY**
Category (Mention the appropriate category (a/b/c) in the course description	Existing course without changes
Course Code	MALINGC 621
Semester	IV
No. of Credits	4
Maximum intake	30
Day/ Time	Tuesday & Thursday: 11.00 am – 1.00 pm
Name of the teacher/s	Prof. Hemalatha Nagarajan
Course Description:	Students who complete this course will have the knowledge and skills to

	CO1	learn the basic premises and mechanisms of Optimality Theory
	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, and critically evaluate conceptual issues and empirical problems in OT
	CO4	observe and identify phonological variations in new linguistic contexts and explain the differences using ranked constraints.
	CO5	acquire cognitive and technical skills to analyse phonological aspects of languages
	CO6	attain analytical skills to examine data, evaluate research findings, and conduct research in various languages
	CO7	apply the principles of phonological variation to the structures of their languages.
	CO8	plan fieldwork for collection of data pertaining to speech sounds- segmental and supra-segmental.
	CO9	extend knowledge of phonology to other disciplines
	CO10	document and study lesser-known languages and dialects
	CO11	study phonological influences of languages in contact (contact phonology) and dialectal phonology

Course Delivery	Offline-lectures, Seminars and Presentations
Evaluation Scheme	Internal Assignment: 40 marks (quiz, assignments etc) Semester End: 60 marks (semester end examination)

Reading List	Kaager, 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)

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	Monday: 9.00 am - 11.00 am Wednesday: 2.00 – 4.00 pm
Name of the teacher/s	Prof M. Hariprasad *Professor, Dept. of Computational Linguistics*

Course description	iv) A brief overview of the course
	
	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.
	v) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered):
	
	Knowledge and Understanding
	    PO1: Acquire an advanced understanding of theoretical linguistics by mastering the core principles of the Minimalist Program and its role in generative grammar.
	    PO2: Develop procedural knowledge for analyzing linguistic phenomena through Minimalist concepts like economy, simplicity, and movement operations.
	
	Skills
	    PO5: Cultivate advanced cognitive and technical skills to analyze syntactic structures across languages using Minimalist tools, synthesizing theoretical insights from primary and secondary sources.
	    PO6: Enhance analytical and critical thinking abilities to evaluate research findings in Minimalist syntax and design research questions that align with Minimalist principles.
	Application
	    PO8: Apply Minimalist principles to analyze data from Indian and other languages, drawing connections between theoretical knowledge and empirical evidence.

	PO9: Extend understanding of linguistic Minimalism to other disciplines, such as cognitive science and artificial intelligence, by exploring its explanatory potential in these areas.
	Employability
	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.
	vi) Learning outcomes—
	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%):*Tests/Quizzes* End-semester (60%):Term paper: 30%; Presentation: 30%
Reading list	- Adger, D. (2003). *Core Syntax: A Minimalist Approach*. Oxford University Press. - Boeckx, C. (2006). *Linguistic Minimalism: Origins, Concepts, Methods, and Aims*. Oxford University Press. - Chomsky, N. (1995). *The Minimalist Program*. MIT Press. - Hornstein, N., Nunes, J., & Grohmann, K. K. (2005). *Understanding Minimalism*. Cambridge University Press. - Lasnik, H., &Uriagereka, J. (2002). *A Course in Minimalist Syntax: Foundations and Prospects*. Blackwell. ***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	**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	MALINGE 619
Semester	IV
Number of credits	4
Maximum intake	20 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Monday & Wednesday: 11:00 am -1:00 pm
Name of the teacher/s	Prof. Roopa Suzana
Course description	**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: **Introduction to Speech and Language Disorders** 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. **Speech disorders** 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. **Language and communication disorders** 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. **Phonetics for Speech Pathology** 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. **Learning outcomes**—a) domain-specific outcomes b) value addition

c) skill enhancementd) 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 andLanguage Disorder; A neuroanatomical and functional neurological approach.* London: Chapman and Hall.