M.A in Linguistics and Endangered Languages
Total Credit required for the award of the degree of M.A in Linguistics and Endangered Languages – 76
Per semester 19 credits (16+3 (CBCT))

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<th>Semester I</th>
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<th>Skill Based Courses (Yes/No)</th>
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<td>LE 405</td>
<td>Basic Semantics and Pragmatics</td>
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### Semester III

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**Elective Courses (any one of the following to be opted for)**

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<td>Language Documentation and Grammar Writing</td>
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**Elective Courses (any one of the following to be opted for)**

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<td>LE 510</td>
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Course objectives

The purpose of this course is to introduce the scientific study of sounds and sound patterns of world languages. This course provides answers to some basic questions about the nature and patterning of sounds used in human language and the intricate system that governs a language’s phonology.

Objective of this course is to acquaint students with various concepts of phonetics and phonology such as
- Structuralism and Generativism
- Distinctive features/ natural class
- Phone, phonemes and allophones
- Free variation, complementary distribution and minimal pairs
- Phonological analysis: Phonemic inventory of languages
- Suprasegmental phonology: stress, tone and intonation
- Phonological rules and representation
- Phonotactics

Course outline

Phonetics
1. The Anatomy and Physiology of Speech
2. Speech Sounds and articulation

3. Suprasegmentals

4. Multiple Articulation and Co-articulation
   Double articulation; secondary articulation; co-articulation; parametric phonetics

5. Phonetic Transcription
   Principles and method; terminology related to transcription; learning skills; phonemic and phonetic transcription; practice on transcription on data from English, native languages and another selected language spoken in NE region

6. Acoustic Characteristics of Speech
   Transmission; frequency; pitch; amplitude; resonance; measuring frequency; pitch

Textbook:

Essential Readings:

Phonology
1. Speech sounds
   Sounds; natural classes; distinctive features; stricture; major class features; laryngeal features; secondary articulation; prosodic features

2. Distinctive features and the Phonemic Principle
   Phonemicization; formalization; minimal pairs; complementary distribution

3. Natural Classes
   The psychological reality of the phoneme; phonetic similarity; variation

4. Archiphonemes and Morphophonology
   Connection to morphology; neutralization

5. Rule Ordering
   Rule writing; rule ordering

Textbook:

Essential Readings:
Course Objectives
The objective of the course is to introduce the concepts and data that we looked for in morphology, to have a better understanding of the internal structure of word. It also focuses on morphological analysis so as to enable students to formulate morphological rules. A detailed study of word formation processes would be made. An introduction to typological and theoretical issues in morphology is also laid out.

Course outline
i. Introduction to Morphology
What is Morphology? Concept and Data we look for.
ii. Word vs Morpheme
What is a word? What is a morpheme? Relation and differences between words and morphemes
iii. Morphological concepts
Morphemes vs allomorphs; affixes; root, stem and base
iv. Inflection vs Derivation
Inflecting properties of word classes; nature and behavior of inflecting categories; derivational morphemes; nature and behavior of derivational morphemes
v. Word vs Phrases
Relation and differences between words and phrases; nature and behavior of words and phrases
vi. Word Formation
Compounding; reduplication; derivational processes
vii. Problems in Morphological Analysis
Zero derivation; unmarked forms; discontinuous morphemes
viii. Morphology and Typology
Syntactic word order and morpheme order

Textbook

Essential Readings
Course Objectives
The course aims at introducing to the students the fundamental issues of linguistic meaning and also pragmatics. The course includes froml semantics as well as the basics of cognitive semantics.

Course outline
1. Preliminaries
   Semantics in Linguistics; Meaning, Thought, and Reality

2. Semantic Description
   Word meaning; Sentence Relations and Truth; Sentence Semantics: Situations.

3. Semantics
   Participants; Context and Inference; Function of Language: Speech as Action

4. Theoretical Approaches
   Meaning Components; Formal Semantics

5. Pragmatics
   What is pragmatics? Meaning and context

6. Society and Meaning: Meaning, cognition and culture

Textbooks

Essential Readings
Griffiths, P. 2006. *An Introduction to English Semantics and Pragmatics*. Edinburgh Textbooks on the English Language
LE 407: Basic Syntax

Course Objectives

The paper on Basic Syntax will introduce the students to the new approaches and theories pertaining to the study of syntax. Starting with the four dichotomies of Ferdinand de Saussure (1857-1913) to the Immediate Constituent analysis of Leonard Bloomfiled (1887-1949) and the Generativist School of Noam Chomsky from 1956 onwards. In syntax it is vital for the students to know and understand the similarities and variations of the structure of their first language L1, normally, mother tongue and the second language L2 usually English. This comparative study will prepare the students to get into the depth of the core syntactic theories.

Course outline

1. **Background**
   i. Traditional versus Modern linguistics
   ii. The four dichotomies of Ferdinand de Saussure
   iii. Immediate Constituent (IC) Analysis and Problems of IC Analysis

2. **Syntax as a Cognitive Science**
   i. Syntax as Science – The Scientific Method
   ii. Learning versus Acquisition
   iii. Innateness: Language as Instinct
   iv. The Logical Problem of Language Acquisition

3. **Parts of Speech**
   i. Determining Part of Speech
   ii. Major Parts of Speech: N, V, Adj, Adv
   iii. Open vs Closed, Lexical vs Functional
   iv. Subcategories and Features of Nouns and Verbs

4. **Constituency, Trees and Rules**
   i. Rules and Trees: NPs, AdjPs, AdvPs, PPs, VPs
   ii. Clauses
   iii. How to draw a tree
   iv. Modification and Ambiguity
   v. Constituency Test

Textbook:

Essential Readings:


**Semester II**

**LE 402: Descriptive Syntax**

 COURSE OUTLINE

i. What is syntax? Sentence vs clause; different types of clauses.

ii. Syntactic units and constituents

   Noun phrase; verb phrase; adjective phrase; quantifiers and qualifiers; adpositions, adverbials

iii. Different types of sentences

   Types of sentences; nature and structures of different kinds of sentences; morphological or syntactic behavior of sentence structures

iv. Expression and exposition of syntactic units

   Case marking; agreement and concord; number and gender markings on nouns

v. Tense, Aspect and Mood

vi. Non predicate versus predicate clauses

vii. Relative clauses

viii. Causatives and Passives

ix. Nominalization and nominalized clauses

**Textbook**


**Essential Readings:**


Aims This course seeks to provide a good knowledge of the prevalent linguistic theories from different branches of Linguistics. It seeks to bring forth an awareness of the scope of linguistic theories in understanding, its development and scope. The course also includes Panini’s grammar and the ‘theory neutral’, ‘basic linguistic theory’ developed by R.W. Dixon.

Course Objectives

- To provide an understanding of the basic linguistic theories
- To study different approaches and theories based on formalism and functionalism.
- To study both the ancient and modern linguistic theories from Panini and the western theories.

Course outline

i. Traditional Grammar
ii. Structuralism
iii. Chomsky’s generative grammar and later developments
iv. Halliday’s Systemic-Functional Grammar
v. Cognitive Linguistics
vi. Construction Grammar
vii. Basic linguistic theory
viii. Panini’s Grammar

Textbooks


Essential Readings:


**LE 406: Field Linguistics and Archiving**

**Aims** The course seeks to guide the fresh MA students in Endangered Languages in field linguistics with a brief background of Indian language families and contact situation.

**Course Objectives** This course serves to give them background knowledge of the Indian language families and contact situation as well as guides them in using the methods and skills required during linguistic fieldwork. It provides them a basic linguistic knowledge such as, transcribing data, morphology and word formation, syntax and semantics and sociolinguistic aspects, as a beginner field linguist.

**Course outline**

i. What is Field Linguistics
   - What does it involve?
   - Objectives of field linguistics

ii. Language families in India
   - General background of different language families in India
   - Contact languages and areal universals

iii. Fieldwork preparation
   - Methodology, participatory character, selection of language and area, informants and consultants
   - Bilingual and monolingual fieldwork
   - Preparing questionnaire, equipment handling, budgeting and luggage,
   - Leipzig Glossing Rules

iv. Data collection and analysis
   - Elicitation and various methods, interrogation techniques with informants
Transcription of data, collection of wordlist for making dictionary, narratives, folk songs, and others, glossing the data using Leipzig glossing rules

Data analysis, morphology and syntax, semantics and social aspects

v. Data backup
Making CDs, typing, digitizing data

vi. Use of Language Technology
Machine Translation; Text processing; Tagging and annotation;

vii. Equipment for audio recording
Use of software for Language analysis
Praat; Goldwave; Speech Synthesis and identification
Lexicography and Language Tools: Toolbox; Flex and other tools

Textbook

Essential Readings

LE 408: Language Endangerment and Revitalization

Course outline
i) Language Endangerment:
Language Vitality & Endangerment; Language Vitality Assessment; EGIDS, Endangerment situation etc.; Relationship between language endangerment and society; The role of the Speech Community; Language Attitudes and Policies; Assessing Language Endangerment and Urgency for Documentation.

ii) What is Revitalization? Why is it necessary? How can a linguist help?

iii) Education Policy
What is education policy?; Language policy and planning; resolution for language Revitalization etc.

iv) Language Attitudes
    Attitude of community members towards their language; attitude of other communities
    Towards their language etc.

v. Role of Community Participation
    Why we need community participation? How community member can help us? Etc.

vi. Curriculum Development
    For whom the curriculum? Motivation; Objectives

vii. Material Development

viii. Script Development

ix. Assessment of the revitalization

x. Capacity Building for awareness of Endangered Language Communities

xi. Analyzing Census Reports

Textbook

Essential Readings
Other relevant materials will be provided to the class.

Semester III

LE 501: Language Typology and Language Universals L4 T0 P0 CH4 CR4

Aims This course seeks to impart the theoretical knowledge of language universal and language typology for the study of word order, phrase structure and sentence structures of human languages.

Course Objectives This course intends to train the students to work on sentence structures of different languages and to identify the typological features of the languages under study and to classify them into the various language families that exist in the world. This is an introductory course offered for the fresh students of MA Linguistics. Students are expected to have completed their graduation with some basic knowledge on Linguistics.
Course outline

i. Language Typology
   Classification, taxonomy and typology; Comparative Study of languages; History of
   Language typology.

ii. Language Universals
   Different types of Universals; Chomskyan Universals; substantive and formal
   universals; Greenberg’s Universals; implicational universals, universals and tendencies;
   statistical universals.

iii. Morphological Typology
   Isolating, agglutinating, inflecting, polysynthetic

iv. Word Order Typology
   a. Word order within a sentence and a noun phrase
   b. Anaphora, monomorphemic vs polymorphemic anaphors, emphatics, verbal reflexives
      and reciprocals; long distance binding; pro-drop; The Principles of Binding of Chomsky
   c. Pronouns: inclusive-exclusive and others.
   d. Interface between morphology and syntax: relative-correlative clauses;
      complementation and the quotative; verb Be; pro-drop; agreement; conjunctive
      participles or converbs; Explicator compound verbs and other complex predicate
      constructions; ergativity, Non canonical subjects.

v. Typology and Convergence
   Linguistic Area, a critical evaluation of the evidence in support of ‘India as a Linguistic
   Area’ (with special reference to the notions developed by Chatterji, Emeneau, Hock);
   the verb say construction; reduplication; synchronic evidence for diachronic evidence
   problems. Convergence: constraints on convergence; constraints in syntactic change in
   linguistic contact situations; phonetic, phonological, morphological and syntactic
   features of all seven language families of India viz., Indo-Aryan, Dravidian,
   AustroAsiatic and Tibeto-Burman, Tai-Kadai, Great Andamanese and Austronesian
   (Angan languages).

Textbook

Essential Readings
   Studies.
Dryer, M.S. 1989. Large linguistic areas and language sampling. Studies in Language 13, 257-292

**LE 503: Sociolinguistics**

**Course outline**

1. **What do sociolinguists study?**
   What is a sociolinguist? – Why do we say the same thing in different ways? – What are the different ways we say things? – Social factors, dimensions, and explanations

2. **Multilingual speech communities**
   Language choice in multilingual communities: choosing one’s variety or code – diglossia – code switching and code mixing

   Language maintenance and shift: language shift in different communities – language death and language loss – factors contributing to language shift – how can a minority language be maintained – language revival

   Linguistic varieties and multilingual nations: vernacular languages – standard languages – lingua francas – pidgins and creoles

   National languages and language planning: national and official languages – planning for a national official language – the linguist’s role in language planning

3. **Language variation: focus on users**

   Regional and social dialects: regional variation – social variation – social dialects
Gender and age: gender exclusive speech differences: highly structured communities - gender preferential speech features: social dialect research - gender and social class - explanations of woman’s linguistic behavior - age graded features of speech - age and social dialect data - age grading and language change

Ethnicity and social networks: ethnicity - social networks

Language change: variation and change - how do changes spread? - how do we study language change? - Reasons for language change

4. Language variation: focus on uses

Style, context, and register: addressee as an influence on style - accommodation theory - context, style and class - style in non-western societies

Speech functions, politeness and cross-cultural communication: the functions of speech - politeness and address forms - linguistic politeness in different cultures

Gender, politeness and stereotypes: women’s language and confidence - interaction - gossip - the construction of gender - sexist language

Language, cognition and culture: language and perception - Sapir and Whorf - linguistic categories and cultures - discourse patterns and cultures - language, social class and cognition

Analyzing discourse: pragmatics and politeness theory - ethnography of speaking - interactional sociolinguistics - conversation analysis (CA) - critical discourse analysis (CDA) Attitude and application: attitudes to language - sociolinguistics and education - Sociolinguistic competence - dimension of sociolinguistic analysis - sociolinguistic universal

Textbook:

Essential Readings:

LE 505: Structure of Indian Languages

Aims This course provides the students, knowledge of advanced descriptive linguistics with an understanding of the phonology and morphosyntax of Indian languages. It seeks to give them an insight into deeper knowledge of understanding linguistic structures in different language families.
Course Objectives This course intends to give the students a thorough understanding of phonology and morphoysntax and semantic-pragmatic features present in languages with reference to the various Indian language families in terms of descriptive linguistics and areal typology. This course serves to be a field linguist’s guide and will shape their knowledge for doing fieldwork and research in the next semester.

Course outline
1. Sound System
   Sounds and syllables
   Suprasegmental phonology
2. Morphological features
   Grammatical categories (nouns, verbs, adjectives and adverbs)
   Functional categories (case, gender, classifiers, tense, aspect, mood and others)
   Derivational processes (word formation processes, compounding and others)
3. Morphological types (isolating, agglutinative, inflectional, polysynthetic)
4. Phrase and Clause structure
   NP, VP, Clause structure
5. Valency and grammatical relations (causatives, passives, antipassives and others)
6. Word order
7. Areal features

Textbooks

Essential Readings


**Elective Courses [LE 507 to LE 515] (any one of the following to be opted)**

**LE 507: Lexicography**

**Course Outline:**

1) What is a dictionary- importance of dictionary and for whom?
2) Lexeme: word, lexeme, lexicon, glossary
3) Functions and types of dictionary: Monolingual, bilingual, multilingual, encyclopaedia and thesaurus, visual dictionary, Etymological dictionary, Valency dictionary, Dictionary of proper names, Frequency dictionary, Basic vocabulary, Retrograde dictionary, Terminological dictionary, Onomasiological dictionary, Bilingual dictionary
4) Scope of dictionary: general dictionary, dialect dictionary, sociolect dictionary (e.g. colloquial language, adolescent language ...), individual dictionary (e.g. dictionary of Cicero's or Chaucer's language), technical (terminological) dictionary (German *Fachsprachenwörterbuch*)
4) The art and craft of dictionary:
5). Collecting data for a dictionary: Undertaking Field work, glossing, elicitation, ordering, corpora for lexicography, Corpus processing etc.
7). Design, development and realization of a dictionary: codification, production, software- such as toolbox, Flex, LexiquePro etc.

**Textbook:**

**Essential Readings:**
Course objectives
This course examines the study of Multilingualism from a number of angles: language acquisition, sentence processing, speech perception, neurolinguistics and sociolinguistics. It focuses on language choice, both in the individual and in society. Language choice can affect the acquisition path – whether an individual becomes and remains bilingual or multilingual is impacted by external sociocultural pressure. Code-switching, or using one or more languages simultaneously, can be a by-product of multilingualism, but so can language attrition, or eroded competence in one or more languages. Language contact is a fact of multilingual society, and various outcomes are possible: stable bilingualism, the development of pidgins, creoles or mixed languages, or language death. The course also emphasizes on language policy of India. Societies make official decisions about language use, known as language planning or language policy. Some languages are promoted as official languages, while minority languages may or may not be supported, and in some cases are oppressed. Language planning impacts education and literacy in fundamental ways; societal attitudes towards multilingualism help foster or hinder bilingual education.

Course outline
i. Multilingualism-Basic concepts
   Monolingualism, bilingualism and multilingualism; individual, social and social psychological aspects of multilingualism; multilingualism and the human brain; ethnographic perspectives.

ii. Multilingual societies
   Simultaneous acquisition of several language; language in education and the multilingual classroom; patterns of language use and language dominance configuration; language ethnicity and race; researching multilingual societies.

iii. Linguistic aspects
   Process of selecting a standard language: codification and elaboration; academy based and free enterprise standardization; interference; code-mixing and code-switching.

iv. Language attitudes and social stereotypes
   Language and identity; measurement of social and linguistic attitudes; social stereotypes; language proficiency and language attitudes; evaluating proficiency levels in multilingual settings.

v. Language policy of India

   What is Language policy?
   Language Policy of India
Types of language Planning
Corpus planning; graphization, modernization and standardization Status planning
Typologies of Language Policy:
Typologies given by Kloss and Schiffman

Textbook:

Essential Readings:

LE 511 Language Documentation and Grammar Writing L4 T0 P0 CH4 CR4

Course Objectives:
- Through this course, students will learn about language documentation as an interdisciplinary field of linguistic inquiry and practice, which deals primarily with endangered languages.
- An important aspect of this course is the integration of the study of language structure, language use and the culture of language.
- State of the art tools for recording, processing and archiving digital data will also be learned.
The aim of this course is to teach students to use new technologies to document languages as a way to deal with language endangerment. It will appraise students with the present linguistic state of affairs and its consequences for global linguistic ecology.

**Course outline**

i. **Language Documentation**
   What is Language Documentation? Structuralism vs. Present-day Language documentation.

ii. **Language Description**
   What is language description? Language documentation and language description;

iii. **Writing Grammar**

iv. **Phonetics and Phonology**
   Description of consonants and vowels; Distribution of sounds; syllable and syllabic structure; word structure; Phonological rules and environments.

v. **Lexical categories**
   Word Classes; Identification of word classes; morphological and syntactic criteria for identification of word classes; constituency test and other tests.

vi. **Word formation**
   Compounding; reduplication; morphological rule formation; other word formation processes

vii. **Syntax**
   Clause; verbal and non-verbal clauses; declaratives, imperatives; interrogatives; negatives, direct vs indirect speech; complex and coordinated sentences.

**Textbook**


**Essential Readings**

Austin, Peter K. ed. 2007. *Language Documentation and Description* vol. 1-11. SOAS, University of London, UK


**LE 513: Acoustic Phonetics: Instrumental Techniques and Data Analysis** L4 T0 P0 CH4 CR4

**Course objectives**

- To examine which sounds are present in a language’s sound inventory, which combinations (sound clusters) are allowed in a language’s phonology, how the sounds combine together according to a language-specific rules within and across morpheme-boundary.
• To understand and examine the acoustic components of speech sounds i.e., consonants and vowels.
• To examine the suprasegmental and prosodic properties using controlled experiments.
• To understand the nature and patterning of sounds used in human language and the intricate system that governs a language’s phonology.

Course outline

1. **Recording the sounds of a language**
   i. Deciding what to record
   ii. Finding speakers and recording systems
   iii. Digital recording
   iv. Listening to recordings
   v. Making Field notes
   vi. Instrumental Phonetic Techniques: observing sound waves

2. **Pitch, Loudness and Length**
   i. Pitch analysis
   ii. Interpreting pitch curves
   iii. Phonological considerations
   iv. Loudness, intensity and stress
   v. Waveforms and the measurement of duration

3. **Acoustic analysis of vowels**
   i. Sound Spectrograms
   ii. Spectra
   iii. Analysis formants, duration and fundamental frequencies of vowels
   iv. Preparing Vowel charts and normalizing formant values
   v. Analysis nasalized and voiceless vowels

4. **Acoustic analysis of consonants**
   i. Waveforms, spectrograms and duration measurements
   ii. Spectral characteristics of nasals, laterals, approximants and trills
   iii. Fricatives and stop bursts
   iv. Spectrograms, place of articulation and articulatory movements

Textbook

Essential Readings
LE 515: Generative Syntax

Course objectives

The Course on Generative Syntax is optional. This Elective paper will introduce the students to the current Generative theory. Knowledge of this formal theory will facilitate the students in doing research in formal linguistics as well as help them in taking entrance exams in various academic institutions including NET exam.

1. X-bar Theory
   i. Bar level projections
   ii. Generalizing the Rules: X-bar Schema
   iii. Complements, Adjuncts and Specifiers
   iv. Parameters of Word Order
2. Extending X-bar Theory to Functional Categories
   i. Determiner Phrase (DPs)
   ii. Complementizer Phrases (CPs)
   iii. Tense Phrases (TPs)
3. Constraining X-bar Theory: The Lexicon
   i. Thematic Relations and Theta Roles
   ii. The Lexicon
   iii. Extended Projection Principle (EPP)
4. Movement
   i. Head to Head Movement
   ii. DP Movement
   iii. Wh-movement
   iv. A unified theory of Movement

Text Book:
Essential Readings:

LE 517: Advanced Cognitive Linguistics-I

Course Objectives

This course (Advanced Cognitive Linguistics I and II) introduces students to all aspects of cognitive linguistics, including construction grammar. On completion of this course, the student will be able to understand basic principles of cognitive linguistics and undertake more advanced work on theories of grammar. The course covers a range of topics, which are the following:

Course outline

Overview of the Cognitive Linguistics Enterprise
1 What does it mean to know a language?
   What is language for? The systematic structure of language. What do linguists do? What it means to know a language.

2 The nature of cognitive linguistics: assumptions and commitments

3 Universals and variation in language, thought and experience

4 Language in use: knowledge of language, language change and language acquisition

Part II Cognitive Semantics
What is cognitive semantics? Guiding principles. Phenomena investigated within cognitive semantics. Methodology. Some comparisons with formal approaches to semantics.

6. Embodiment and conceptual structure
Image schemas: Properties of image schemas; Image schemas and linguistic meaning; A provisional list of image schemas; Image schemas and abstract thought. Conceptual structure; Semantic structure; Schematic systems.

7. The encyclopaedic view of meaning
Dictionaries versus encyclopaedias. Frame semantics. The theory of domains. The perceptual basis of knowledge representation.

8. Categorisation and idealised cognitive models
Categorisation and cognitive semantics. Prototype theory. The theory of idealised cognitive models. The structure of ICMs.

9 Metaphor and metonymy

10 Word meaning and radial categories

11. Meaning construction and mental spaces

12. Conceptual blending

13. Cognitive semantics in context
Truth-conditional semantics: Meaning, truth and reality; Object language versus metalanguage; The inconsistency of natural language; Sentences and propositions; Truth-conditional semantics and the generative enterprise; Compositionality of meaning; Translating natural language into a metalanguage; Semantic interpretation and matching; Comparison with cognitive semantics. Relevance Theory: Comparison with cognitive semantics.

Text book:

Essential Readings:
Semester IV

LE 502: Research Methodology

Course Objectives
The objective of the course is to give an overview of linguistic methods; general research methods as they are applied in linguistics, some more specific methods and ways of using methods. It presents an overview, place one’s own methods in context, find other relevant methods, able to critically read studies that use different methods and take part in discussions/reviews of research. It could serve as basis for choosing specified methods and find more information on each method. Training students to become researchers in Applied Linguistics presents a challenge: how to encourage the development and acquisition of the critical skills, conceptual and analytical tools as well as the practical knowledge to enable students to navigate the research literature and develop their own research agenda. The teaching of research methods presents a particular challenge.

Course outline
1. Research Methodology-
   Introduction, meaning and objectives of research, motivation for research, types of research, research approaches. Methods versus methodology. Research and Scientific methodology, research process, criteria for good research. Problem encounter in linguistics related research in India.

2. Research problem-
   Nature and scope, selection of research problem or topic, defining a problem, techniques in defining problem, research design, concept of research design, features of good design, different research design, Qualitative and Quantitative, researches in linguistics.

3. Sample survey and its implications-
   Criteria for selecting a sample procedure, different types of sample designs, random and complex samples, and characteristics of good sample design.
4. **Hypothesis**-
What is a Hypothesis? Criteria for Hypothesis construction, Nature of Hypothesis, Difference between a proposition, a hypothesis and a theory, Types of Hypothesis, difficulties in formulating hypothesis, characteristics of a useful hypothesis, Sources of Deriving Hypothesis, Functions or importance of Hypothesis, Testing Hypothesis, Criticism of Hypothesis.

5. **Case Study.**
Characteristics and principles of case study, purpose of case study, types of case studies, collection of data for case study, difference between case study and survey, advantages of case study in linguistics and its criticism.

6. **Introduction of computer and computer technology in linguistics**
Computer system, application to data analysis, the Binary number system, role of computer in linguistic studies, interpretation, machine translation, etc.

**Textbook**

**Essential Readings**
LE 504: Historical Linguistics

Course outline
1. What is Historical linguistics all about?
2. Sound Change: Kinds of sound change; Phonological Processes; merger and split. Sound shift: Sound Laws: Grimm’s Law; Grassman’s Law; Verner’s Law; Dahl’s Law; Fortunatov’s Law; Natural Processes; Relative Chronology
3. Social motivations of sound change and lexical diffusion.
4. Reconstruction: External and Internal; Reality and Abstractness of reconstruction; Internal Reconstruction: Synchronic or Diachronic; Comparative reconstruction and its assumptions; Case studies
5. Analogical Change: Proportional analogy; Analogical leveling and extension; Analogical models
6. Language Contact Phenomena: Borrowing and Loanword identification, MAT borrowing and PAT borrowing; Pidgins and Creoles; code-switching and code-mixing; Grammatical Change; linguistic area with special reference to South Asia as a linguistic area
7. Semantic change: Causes and effects of semantic change; directions of semantic change.
8. Linguistic classification: The World’s Language Families; Terminology; Glottochronology; the concept of Family Tree; the Wave Theory; Challenge from dialectology; Dialect geography and isoglosses

Textbook:

Essential Readings:

LE 504: Analysis of Endangered Languages

Course Objectives
- The great diversity in producing sounds for purposes of communication encompassed by the various languages portrays the natural creativity of mankind.
- The objectives of the course is to make a detailed analysis of endangered languages by studying different aspects of language-the phonology, morphology and syntax of a language.
Course outline

1. **Phonetics** - Identification of sounds and phonemes; allophtonic variation; description of consonants and vowels; distribution of sounds

2. **Phonology** - Sound behaviour; Syllable and syllabic structure; phonological processes and rules; phonological rule-writing and notations.

3. **Morphology** - Identification of morphemes and allomorphs; affixation processes (prefix, suffix, infix, circumfix); inflectional vs derivational morphology; Word formation rules; roots, stem and base; bound roots vs. free roots

4. **Syntax** - Sentence vs clause- different types of sentences and clauses; identification of syntactic units; words vs. phrases;

5. **Semantics and Pragmatics** - What is meaning? Lexical vs clausal meaning; contextual meaning; meaning in social context.

**Textbook**

**Essential Readings**

**Elective Courses [LE 508 to LE 518] (any one of the following to be opted)**

**LE 508: Developing Writing System**

**Aims** The course aims to introduce the writing systems across the world. It seeks to provide scope to understand writing systems as a tool for linguistic decipherment and language standardization.

**Course Objectives**
- To make aware of the various writing systems prevalent across the world
- To study the origin and kinds of different writing systems
To understand writing system as a tool for linguistic decipherment, language standardization for endangered languages.
Course outline

i. History and Origin of writing systems
   - Sumerian, Mesopotamian, Chinese, etc.

ii. Scripts and symbols across the world’s languages

iii. Traditional classification of scripts
   - Cuneiforms, hieroglyphs, pictographs, syllables, alphabets

iv. Scope of writing systems
   - Linguistic decipherment, history and evolution, language standardisation

Textbook:

Essential Readings

LE 510: Ethnolinguistics and Language Endangerment

Aim
The course seeks to provide knowledge of the relation of language and culture and the scope. It instructs different aspects of ethnolinguistics to understand multilingualism, language attitude and contact situations.

Course Objectives
- To understand the aims and scope of ethnolinguistics and related fields
- To study ethnolinguistic aspects such as the interaction of language and culture
- To provide the significance of ethno-semantics and ethno-pragmatics in endangered languages
- To examine the multilingualism situation, language attitude and role of community participation in language endangerment

Course outline

i. What is Ethnolinguistics?
   - Scope and objectives
   - Related fields of study
ii. Linguistics and cultural relativity:
   Language and culture, language and contact, etc.
iii. Ethno-semantics:
   Cognitive-semantic aspects, metaphors, colour, kinship, culture related items, semiotic aspects, grammatical relativity, etc.
iv. Semiotic aspects
v. Ethno-pragmatics
vi. Ethno-styles, speech and writing, etc.
vii. Bilingual and multilingual communities
viii. Introduction to Language Endangerment
ix. Language Attitude: Attitude of community members towards their language; attitude of other communities
x. Role of Community Participation: Why we need community participation?; How community member can help us?

Textbook:

Essential Readings
Evans, Nicholas. 2010. Dying Words; Endangered Languages and What They have to tell us. UK, Wiley-Blackwell.

LE 512: Advanced Field Linguistics and Archiving

Aims
This course seeks to provide good knowledge of Tibeto-Burman languages in terms of phonology, morphosyntax and areal typology, language endangerment and death, documentation of endangered languages and language policy and pedagogy. This paper will help the students for their assignments on areas of specialization throughout the semester programme.

Course Objectives
Good understanding of the Tibeto-Burman languages, especially the endangered languages and nearly extinct languages
a) Proficiency in linguistic description during documentation of the endangered languages
b) Understanding language endangerment and language death
c) Understanding the need to study the steps taken during language policy making and language pedagogy

Course outline
i. Advanced Field Linguistics: -What is Advanced Field Linguistics?- What does it involve?
ii. Sino-Tibetan Languages
Structure of Sino-Tibetan Languages: Phonology, Morphology, Syntax, Areal Linguistics, Comparative Linguistics, and Typology
iii. Tibeto-Burman languages
Lolo-Burmese languages, Lahu, Tibeto-Burman languages of northeast India; Garo, Meithei, Tani, Other Tibeto-Burman languages
iv. Language Endangerment and Documentation
a. Language evolution, Languages and common source, co-evolution of language and culture.
b. Language death, Ecology of language, Language development and sustainability
c. Language Documentation, Multilingualism
v. Language Policy and Pedagogy of endangered languages
a. Language practice, language ideology and language policy
b. Language demography and language in education, tribal languages in education, place of minority languages in education, the eighth schedule and the three language formula
c. Language standardisation, Romanization in India, comparative description and evaluation of writing systems
v. Archiving and Computational Linguistics
   Preparing digital database- issues, need and application
   Preparing digital database for North-Eastern Languages
   Preparing pronunciation dictionary (a minimum of 800 lexical entries)- for the north-east languages of India (Practical- compulsory for each student)
Software to be used: either FLex or Lexique Pro

Textbook

Essential Readings
Evans, Nicholas. 2010. Dying Words; Endangered Languages and What They have to tell us. UK, Wiley-Blackwell.

LE 514: Experimental Phonology

This course is designed for the students of M.A in Linguistics and Language Technology and will be offered as an Elective course in the 4th semester of their M.A programme. This course is a continuation of Acoustic Phonetics: Instrumental Techniques and Data Analysis, taught in 3rd semester.
Course objectives
- To understand and examine the pitch variations used in speech
- To know the differences between lexical pitch variations and intonational pitch variations and examine their phonological properties
- To study the interactions between tone, intonation and other suprasegmental properties

Course outline

Unit-I: Pitch in Language I: Stress and Intonation
i. Introduction and general background
ii. Frequency of vocal fold vibration, fundamental frequency and pitch
iii. Interpreting pitch tracks
iv. Phonological understanding of stress and intonation

Unit-II: Pitch in Language II: Tone
i. Understanding tone: acoustic components
ii. Tone languages (of NE region)
iii. Experimental design and methodologies to be adopted
iv. Case studies
v. Analyzing tone data: spectral measurements and normalization of speech data
vi. Tonogenesis

Unit-III: Intonation and Language
i. Acoustic and phonological properties of Intonation
ii. Intonation and the design features of language
iii. Experimental approaches towards establishing discreteness in intonation
iv. Case studies

Textbooks

Essential Readings

LE 516: Minimalist Syntax

Course Outline
1. Constituency and Theta Roles
   i. Fundamental notions
   ii. Determining the Head, predicting the head – theta roles and selectional features
   iii. Theta roles and Theta criterion
   iv. Unassigned Theta roles
   v. S-selectional features
2. Triggering Merge by feature checking
   i. The Structure of Phrases
   ii. C-Command
   iii. Di-Transitives
   iv. Linking

Subjects and Objects
   i. Subject movement
   ii. Case and EPP
   iii. Unaccusative subjects
   iv. Passives
   v. Adverbs

3. Functional Categories
   i. Determiner Phrase: D’s as head, theta-role assignment in DP, little n and the low structure of DP, AP in DP
   ii. Complementizer Phrase: Complementizers, non-finite complementation

4. Wh-movement
   i. Elements that undergo wh-movement
   ii. Mechanics of wh-movement
   iii. Subject wh-questions
   iv. Long-distance wh-movement
   v. Wh-in-situ
   vi. Superiarity

5. Locality
   i. Empirical evidence for local movement
   ii. Ensuring successive wh-movement
   iii. Island Phenomena
   iv. DP islands
   v. Subject Islands
   vi. Adjunct Islands

Textbook:

Essential Readings:
LE 518: Formal Semantics

Prerequisites of the course: This course requires comprehensive knowledge of major components of Semantics such as theory of Meaning; lexical semantics, sentence relations and truth, situation types, modality and evidentiality, grammatical relations and thematic roles, context and inference, conversational implicature, Austin’s speech act theory, propositional logic etc.

Course objectives

This course aims to familiarize the students with the tools and techniques of formal semantics and to review a range of fundamental research areas in which any contemporary linguist must be acquainted. The course is roughly divided into four major parts: the first part briefly recapitulates the approaches to semantics: componential theory, formal semantics and cognitive semantics. The second part extensively discusses the theory and practice of predicate logic. The third part discusses the semantics of tense and aspect and aktionsart. The following part will delve deep into generalized quantifier theory.

Objective of this course is to acquaint students with the major themes of this subject which is essentially interdisciplinary in nature:

- Predicate Logic: Argument Structure and Higher Order Logic
- The Semantics of the Logical Metalanguage
- Intentional logic and generalized quantifier theory
- Conversational implicature: theory of presupposition
- Verbal aspect: event-based Davidsonian semantic theories
- Adverbial quantification and the semantics of interrogatives

Course objectives

1. Semantics of tense and aspect
   a. Tense/modal logic
   b. Aktionsart
2. Predicate Logic
   a. Argument Structure
3. Quantifiers
   a. Universal quantifiers
   b. Existential quantifiers
   c. Non-standard quantifiers (Vague quantifiers such as ‘many’, ‘some’, ‘few’, ‘most’ etc)
4. Generalized quantifiers
   a. Universal and existential quantifiers
   b. The semantic value of NPs
   c. Generalized quantifiers and empirical properties of language
5. Modal theory and modal operators
a. Possible world semantics – necessity and possibility operators
b. Truth-conditions
c. Extensions and possible worlds

6. Intensionality:
   a. IPC: Elementary intensional logic

7. Lambda abstraction
   a. Semantics via translation
   b. VP structure
   c. Scope of logical operators

8. Quantification of scope
   a. Question
   b. Negation
   c. Wh-expressions

9. Semantic type theory

10. Semantics of plurality and definiteness
    a. Definite and indefinite NPs

Textbook:

Essential Readings:
LE 518: Advanced Cognitive Linguistics II (continuation of Advanced Cognitive Linguistics I)

Course Objectives

This course (Advanced Cognitive Linguistics I and II) introduces students to all aspects of cognitive linguistics, including construction grammar. On completion of this course, the student will be able to understand basic principles of cognitive linguistics and undertake more advanced work on theories of grammar. The course covers a range of topics, which are the following:

Course outline:

Cognitive Approaches to Grammar
14. What is a cognitive approach to grammar?
Guiding assumptions: The symbolic thesis; The usage-based thesis; The architecture of the model. Distinct cognitive approaches to grammar: The ‘Conceptual Structuring System Model’; Cognitive Grammar; Constructional approaches to grammar; Cognitive approaches to grammaticalisation. Grammatical terminology: Grammar; Units of grammar; Word classes; Syntax; Grammatical functions; Agreement and case. Characteristics of the cognitive approach to grammar: Grammatical knowledge: a structured inventory of symbolic units; Features of the closed-class subsystem; Schemas and instances; Sanctioning and grammaticality.

15. The conceptual basis of grammar

16. Cognitive Grammar: word classes

17. Cognitive Grammar: constructions
Phrase structure: Valence; Correspondence; Profile determinacy; Conceptual autonomy versus conceptual dependence; Constituency; The prototypical grammatical construction. Word structure: Phonological autonomy and dependence; Semantic autonomy and dependence; Prototypical stems and affixes; Composite structure; Constructional schemas; Grammatical morphemes and agreement. Clauses: Valence at the clause level; Grammatical functions and transitivity; Case; Marked coding: the passive construction.

18. Cognitive Grammar: tense, aspect, mood and voice
English verbs: form and function. The clausal head: The passive construction; The progressive construction; The perfect construction. The grounding predications: Mood; Tense. Situation aspect: Situation types; Perfective and imperfective; Aspect and the count/mass distinction.

19. Motivating a construction grammar
Constructions versus ‘words and rules’. Exploring idiomatic expressions: Typology of idiomatic expressions; Case study I: the let alone construction; Case study II: the what’s X doing Y construction.

20. The architecture of construction grammars
Goldberg’s construction grammar: Assumptions; Advantages of a constructional approach to verb argument structure; The relationship between verbs and constructions; Relationships between constructions; Case studies. Radical Construction Grammar. Embodied Construction Grammar. Comparing constructional approaches to grammar.

21. Grammaticalisation
The nature of grammaticalisation: Form change; Meaning change; Metaphorical extension approaches, Case study. Invited Inferencing Theory: Case study: the evolution of must. The subjectification approach; Case study: be going to; Case study: the evolution of auxiliaries from verbs of motion or posture. Comparison of the three approaches: be going to.

22. Cognitive approaches to grammar in context
Theories of grammar: assumptions, objectives, methodology: Cognitive approaches to grammar; Generative approaches to grammar; Cognitive versus generative models; Functional-typological approaches to grammar. Core issues in grammar: comparing cognitive and generative accounts: Word classes; Constituency: heads and dependents; The status of tree diagrams; Grammatical functions and case; The verb string: tense, aspect and mood; The passive construction.

Textbook:

Essential Readings (for both I & II):

CBCT/CBCS courses offered by the Centre

LE223: Language, Society and Endangerment L3 T0 P0 CH3
CR3

Course Objectives

The objective of the course is to impart a thorough knowledge of
1. what language is and study the various components that constitutes a language
2. the relationship between language and society from a sociolinguistic perspective.
3. defining language endangerment and the role that society plays in it.
Course Outline

Language:
Defining Language;
Communicative Function of Language;
Characteristic Features of Language;
Structure of Language;
Relation between-
Syntagmatic and Paradigmatic,
Langue and Parole,
Competence and Performance,
Etic and Emic,
Form and Substance.

Language and Society:
Defining Sociolinguistics;
Language Variation - Accent, Dialect, Idiolect, Diglossia;
Standard and Vernacular Language;
Monolingual, Bilingual, Multilingual;
Code Switching, Code Mixing;
Language and Ethnicity;
Language and Identity;
Language and Ideology;
Language and Power;

Language Endangerment:
Language Vitality & Endangerment;
Language Vitality Assessment;
Relationship between Language Endangerment and Society;
The Role of the Speech Community;
Language Attitudes and Policies;
Assessing Language Endangerment and Urgency for Documentation.

Textbook

Essential Readings:
Course Objectives:
The objective of the course is to impart knowledge of the importance of language policy for every individual and the society as a whole; the need of language planning for adopting a proper language policy. It would broadly study the nature and function of language. The course also discusses the goals of language education from different perspectives. It also attempts to have an understanding of what language revitalization is. The need of preserving and revitalizing endangered language would also be emphasized.

Course Outline

Language Policy of India
What is Language policy?
Language Policy of India
Types of language Planning:
  Corpus planning; graphization, modernization and standardization
Status planning
Typologies of Language Policy:
Typologies given by Kloss and Schiffman
Official Language vs National Language;
Majority Language vs Minority Language
Scheduled Language vs Unscheduled Language;

Education
Nature and functions of language
Goals of Language education
Multilingualism and language education
Mother tongue education
Second language education
Foreign language education
Politics and ideologies of language education

Language Revitalization
Introduction - What is Revitalization? Why is it necessary? How can a linguist help?
Language Situation - Vitality criteria; endangerment situation etc.
Language Attitude - Attitude of community members towards their language; attitude of other communities towards their language etc.
Role of Community Participation - Why we need community participation?; How community member can help us?

Text book:

References:
Daswami, C.J. ed. 2001. Language Education in Multilingual India. New Delhi, UNESCO.