UNIVERSITY OF DELHI
MASTER OF ARTS IN LINGUISTICS
(M.A. in Linguistics)
(Effective from Academic Year 2019-20)

PROGRAMME BROCHURE

Revised Syllabus as approved by Academic Council and

Executive Council in 2019

Amendments Proposed

A minor correction/amendment is proposed to rectify the anomaly arising out of the incorrect number of credits (inadvertently) shown against the two Open Elective and two Workshop courses in the recently AC/EC approved syllabus. This has been corrected to 5 credits per course as indicated on Pages 9-11 and as per the rules of the University.

A note on Post-MA Diploma and Advanced Diploma course structure and syllabus are also mentioned which were inadvertently left out from this document but mentioned

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I. About the Department

Historical background of Department

The Department of Linguistics was founded in the year 1963 with the introduction of a Diploma Course. It has now grown into a full-fledged research-oriented Department which offers M.A., M.Phil, and Ph.D. In addition, it offers a one-year Post M.A. Diploma followed by a one-year Post M.A. Advanced Diploma in Applied Linguistics. The department consists of well-trained faculty and supporting staff and has gained national prestige, frequently receiving good reviews for its research output and for the rigorous training it imparts to its students, as reflected in the increasing inflow of students from all over India and foreign countries. The Department boasts of having many scholars of international repute on its faculty, along with international collaborations. It also has been able to attract many eminent scholars as visiting faculty. The Department has been constantly upgrading its teaching and research activities to include newer areas of research and to match the latest trends in the discipline.

Department Highlights in terms of its ranking and courses

Although the department has not participated in any recognized and standardized tests for national ranking in the discipline of linguistics (since disciplinary-specific tests of this type are not available nationally), it is regarded as one of the top three departments in the country. This is based on the quality of teaching and research output for the last 5+ decades and the international standing of several of its faculty members, in the past and present. Further, the Department of Linguistics in the University of Delhi is now the only programme in the country, which offers holistic training and development for prospective linguists by making many core courses in the discipline compulsory. Thus, the department has been foremost not only in producing quality research output in *various* subdisciplines of linguistics, but also in producing quality prospective teachers for other departments of the country. This department has, in particular, been a pioneer in carrying out wide-ranging and detailed research on the languages of Northeast India, and has produced more high-quality dissertations in languages and speech communities of the region.

About the programme

Although India has an ancient grammatical tradition dating back to Panini and other Indian grammarians of the 5th and 6th century BCE and beyond, modern approaches to Linguistics have become established at a relatively late period within India's academic history. The University of Delhi was the pioneer in setting up a proper department of modern linguistics. This programme has been offered in this department since the 1960s and has, therefore, attained an international reputation for vigorous teaching and research.

A major feature of our Linguistics Programme is that unlike most other linguistics departments elsewhere in the country it offers teaching and research in a variety of diverse areas, representing both theoretical and empirical orientations in equal measure. The department has maintained and further strengthened this balance over time.

The other strength of the departments is its work on a variety of languages, particularly Tibeto-Burman and Indo-Aryan languages, and to a relatively lesser extent on Dravidian and Munda languages. The Department attracts students from diverse linguistic backgrounds. The constant

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supply of students from diverse linguistic and cultural backgrounds from across the country has ensured continuation of research on various languages.

About Post Graduate Attributes

A successful completion of the programme in Linguistics demands attainment of several attributes and skills, some which are listed below:

- Disciplinary knowledge and skills: Comprehensive knowledge and understanding of major concepts, theoretical principles and experimental findings in Linguistics and its different subfields (Phonetics, Phonology, Morphology, Syntax, Semantics, Sociolinguistics, Psycholinguistics, Historical Linguistics etc.), and other related an emerging interdisciplinary subfields.
- Analytical abilities and objectivity

- Skilled communicator: Ability to transmit complex technical information relating to Linguistics in a clear and concise manner in writing and speaking.

- The ability to use relevant technology and tools for analysis: ELAN for transcription, Praat for phonetic analysis, Quantitative methods for testing results; Experimental methods etc.
- Critical thinker and problem solver: Ability to employ critical thinking and efficient problem-solving skills in various areas of Linguistics.
- Sense of enquiry: Capacity for asking relevant questions relating to issues and problems in the field of Linguistics, as well as planning, executing and reporting the results of an experiment or investigation.
- Digitally literate: Capability in the use of computers for data organisation and computation, appropriate software for data analysis, and modern library search tools to locate, retrieve, and evaluate language-related information.
- Ethical awareness and reasoning: Avoidance of unethical behaviour such as plagiarism and the fabrication, falsification or misrepresentation of data, in addition to sensitivity towards environmental and sustainability issues.
- Lifelong learners: Capacity for self-paced and self-directed learning aimed at personal development, improvement of knowledge, and reskilling.

3. About the process of course development involving various stakeholders at different stages.

The department has been planning to restructure the programme for some time. The current initiative taken by the University of Delhi has made it possible to bring that vision to a fruitful completion. The department earlier undertook a similar exercise to introduce an integrated five-year degree programme in the past, which due to various circumstances could not materialize. Hence, the current restructured syllabus is largely an outcome of the continuing efforts. The department has been methodical in conducting a long process of Programme structure and courses, involving the following steps:

a) Regular meetings to discuss the structure and contents of the course were held among faculty members.

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b) We also had a preview of Linguistics in our sister departments in Jawaharlal Nehru University (New Delhi), Hyderabad Central University (HCU), Calcutta University (Kolkata), among others.

c) Expert opinions about the syllabus draft were sought from various other institutes and universities (informally).

d) The revised draft of the syllabus was further discussed in the Committee of Courses, which comprises departmental faculty, faculty from other departments in Delhi University. The draft was revised accordingly.

e) The course description was then uploaded on the departmental website and feedback was invited from various stakeholders. The syllabus was reviewed in light of the comments received and presented to the Committee of Courses again.

f) The final draft of the syllabus, as approved by the Committee of Courses (in the CBCS format), was submitted to relevant Faculty for approval.

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II. Introduction to CBCS (Choice Based Credit System)

Choice Based Credit System:

The CBCS provides an opportunity for the students to choose courses from a prescribed set of core, elective and skill-based courses. The courses are evaluated according to the grading system, which is considered better than the conventional marks system. The grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, which enables the student to move across institutions of higher learning. The uniformity in the evaluation system also enables potential employers to assess the performance of candidates.

Definitions:

(i) 'Academic Programme' means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre

(ii) 'Course' means a segment of a subject that is part of an Academic Programme.

(iii) 'Programme Structure' means a list of courses (Core, Elective, Open Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission

(iv) 'Core Course' means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course.

(v) 'Elective Course' means an optional course to be selected by a student out of such courses offered in the same or any other Department/Centre.

(vi) 'Open Elective' means an elective course which is available for students of all programmes, including students of same department. Students of other Department will opt these courses subject to fulfilling of eligibility of criteria as laid down by the Department offering the course.

(vii) 'Credit' means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course

(viii) 'SGPA' means Semester Grade Point Average calculated for individual semester.

(ix) 'CGPA' is Cumulative Grade Points Average calculated for all courses completed by the students at any point of time. CGPA is calculated each year for both the semesters clubbed together.

(x) 'Grand CGPA' is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is being given in Transcript form. To benefit the student a formula for conversation of Grand CGPA into %age marks is given in the Transcript.

Various Degree/Diploma Programs offered at the PG level in the Department of Linguistics

(i)   MA (two year)
(ii)   Post MA diploma (one year)
(iii)   Advanced Diploma (one year)
(iv)   M.Phil. (discontinued by the UGC)
(v)   Ph.D. with one year course work

Course structure and syllabus of the two Diploma Programs

Post MA Diploma

The courses offered in Post MA Diploma are the same those offered during the first year of MA

Advanced Diploma

The courses offered in the Advanced Diploma are the same as those offered during the second year of MA

Evaluation

The mode of examination/evaluation including internal assessment followed are the same as those followed in MA I and MA II.

III. M.A. in Linguistics Programme Details:

Programme Objectives (POs):

Students with degrees from the Faculties of Sciences, Social Sciences, and Mathematical Sciences, as well as other disciplines within the Humanities, are admitted into the M.A. Linguistics programme. Some of the characteristic attributes of a postgraduate in Linguistics may include the following:

- Disciplinary knowledge and skills: (i) Comprehensive knowledge and understanding of major concepts, theoretical principles and experimental findings in Linguistics and its different subfields (Phonetics, Phonology, Morphology, Syntax, Semantics, Sociolinguistics, Psycholinguistics and Historical Linguistics/Language Change), and other related fields of study, including broader interdisciplinary subfields such as Philosophy, Psychology and Social Sciences and (ii) ability to use modern instrumentation for Linguistic analysis and description.
- Skilled communicator: Ability to transmit complex technical information relating to Linguistics in a clear and concise manner in written and oral communication.
- Critical thinker and problem solver: Ability to employ critical thinking and efficient problem-solving skills in the four core analytical areas of Linguistics (Phonetics, Phonology, Morphology and Syntax).
- Sense of enquiry: Capability in asking relevant questions relating to issues and problems in the field of Linguistics, and planning, executing and reporting the results of an experiment or investigation.
- Team player/worker: Capability in working effectively in diverse teams in both classroom and field-based situations.
- Skilled project manager: Capability in identifying and mobilising the appropriate resources required for a project, managing a project through to completion, and observing responsible and ethical scientific practices.
- Digitally literate: Capability in the use of computers for data organisation and computation, appropriate software for data analysis, and modern library search tools to locate, retrieve, and evaluate language-related information.
- Ethical awareness/reasoning: Avoidance of unethical behaviour such as plagiarism and fabrication, falsification or misrepresentation of data, as well as sensitivity to environmental and sustainability issues.
- Lifelong learners: Capacity for self-paced and self-directed learning aimed at personal development, improving knowledge, and reskilling.

Programme Structure:

The M.A. in Linguistics programme is a two-year course divided into four-semesters. A student is required to complete 80 credits for the completion of course and award of degree.

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		Semester	*Semester*
Part – I	First Year	Semester I	Semester II
Part – II	Second Year	Semester III	Semester IV

Course Credit Scheme

Semester	Core Courses			Elective Course			Open Elective Course			Total Credits
	No. of papers	Credits (L+T/P)	Total Credits	No. of papers	Credits (L+T/P)	Total Credits	No. of papers	Credits (L+T/P)	Total Credits	
I	4 (First 4 Courses from Group (A))	5	20	-	-	-	-	-	-	20
II	1 (course no. 5 from Group (A) and 3 courses from Group (B))	5	20	-	-	-	-	-	-	20
III	-			3 (At least one course each from Group [C-1] and [C-2])	5	15	1	5	5	20
IV	-			3 (three courses from Group [D])	5	15	1	5	5	20
Total Credits for the Course				**Total**						**80**

Note. Courses in Semester –III and Semester-IV will be offered as Core/Elective courses to ensure adequate exposure and training in 3 to 4 areas across the entire M.A. in Linguistics programme.

* For each Core and Elective Course there will be 4 lecture hours of teaching per week.

* Duration of examination of each paper shall be 3 hours.

* In general, each paper will be of 100 marks out of which 70 marks shall be allocated for semester examination and 30 marks for internal assessment.

*In Seminar courses, the semester examination can be replaced by a term paper.

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Semester wise Details of M.A. in Linguistics Course

Semester-I

S.No.	Code	Title of the Course	Credit Hrs/Week	No. of Credits	Core/Elective/Open Elective
1	L-1	Phonetics-I	5	5	Core
2	L-2	Phonology-I	5	5	Core
3	L-3	Morphology-I	5	5	Core
4	L-4	Syntax-I	5	5	Core
		Total		**20**	

Semester-II

S.No.	Code	Title of the Course	Credit Hrs/Week	No. of Credits	Core/Elective/Open Elective
1	L-5	Sociolinguistics-I	5	5	Core
2	**Three from Group (B)** L-6 Semantics-I L-7 Historical Linguistics-I L-8 Computational Linguistics-I		5	5	Core
3	L-9 Psycholinguistics-I L-10 Neurolinguistics-I L-11 Sign Language-I L-12 Language Change-I		5	5	Core
4	L-13 Second Language Learning and Acquisition-I L-14 First Language Acquisition-I L-15 Open Course-I		5	5	Core
		Total		**20**	

Semester-III

S.No.	Code	Title of the Course	Credit Hrs/Week	No. of Credits	Core/Elective/Open Elective
1	Workshop -I		5	5	Core/Elective/Open Elective
2-4	**Three courses and at least one course each from (C-I) and (C-II)** **Group (C-I)** 16. Phonetics-II 17. Phonology-II 18. Morphology-II 19. Syntax-II 20. Semantics-II **Group (C-II)** 21. Sociolinguistics-II 22. Historical Linguistics-II 23. Computational Linguistics-II 24. Second Language Learning and Acquisition-II 25. First Language Acquisition-II 26. Open Course- II		3x5	3x5	Core/Elective

5	Open Elective Course-I	5	5	Open Elective
	Total		**20**	

Semester-IV

S.No.	Code	Title of the Course	Credit Hrs/Week	No. of Credits	Core/Elective/Open Elective
1	Workshop-II		5	5	Core/Elective/Open Elective
2-4	**Any Three courses** 27. Phonetics- Seminar-I 28. Phonology-Seminar-I 29. Morphology-Seminar-I 30. Syntax- Seminar-1 31. Sociolinguistics- Seminar-I 32. Computational Linguistics-Seminar -I 33. Semantics- Seminar-I 34. Open Linguistics Seminar-I 35. Phonetics- Seminar-II 36. Phonology-Seminar- II 37. Morphology-Seminar- II 38. Syntax- Seminar- II 39. Sociolinguistics- Seminar- II 40. Computational Linguistics-Seminar - II 41. Semantics- Seminar- II 42. Open Linguistics Seminar-II		3x5	3x5	Core/Elective
5	Open Elective Course-II		5	5	Open Elective
	Total			**20**	

List of Elective Courses

Workshop-I

Workshop-II

Group (C)

(C-1)

16. Phonetics-II
17. Phonology-II
18. Morphology-II
19. Syntax-II
20. Semantics-II

(C-II)

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21. Sociolinguistics-II
22. Historical Linguistics-II
23. Computational Linguistics-II
24. Second Language Learning and Acquisition-II
25. First Language Acquisition-II
26. Open Course- II

Group (D)

27. Phonetics- Seminar-I
28. Phonology-Seminar-I
29. Morphology-Seminar-I
30. Syntax- Seminar-1
31. Sociolinguistics- Seminar-I
32. Computational Linguistics-Seminar -I
33. Semantics- Seminar-I
34. Open Linguistics Seminar-I
35. Phonetics- Seminar-II
36. Phonology-Seminar- II
37. Morphology-Seminar- II
38. Syntax- Seminar- II
39. Sociolinguistics- Seminar- II
40. Computational Linguistics-Seminar - II
41. Semantics- Seminar- II
42. Open Linguistics Seminar-II

Open Elective Courses

Any Elective course can be offered as Open Elective including Workshop I and II; Open Elective I and II at the discretion of the Department

Department policy for selection of elective courses: The department has provided a large number of courses to be offered as elective courses. The primary objective of offering these courses is to ensure adequate exposure in three to four areas across the entire MA programme. Accordingly, selection of the Elective Courses will be guided by the criteria set up by the Department (from time to time) keeping in view adequate exposure and training in three to four areas across the entire MA programme for each of its students.

Group (C)

Note. Depending on the availability of a suitable faculty and availability of choices, three of these will be offered as compulsory/elective courses in the third semester. If adequate number of faculty is available, students will have the liberty to choose according to the criteria set by the Department. Students will have to choose at least one course each from (C-1) and (C-II).

Group (D)

Note. Depending on the availability of a suitable faculty and availability of choices, three of these will be offered as compulsory/elective courses in the fourth semester. If adequate number of faculty is

available, students will have the liberty to choose according to the criteria set by the Department (to ensure adequate exposure and training in three to four areas across the entire MA programme).

Teaching:

The faculty of the Department is primarily responsible for organizing teaching for M.A. in Linguistics. The tutorials, if possible, will be provided by engaging the research scholars under the overall guidance of the Department. Teaching comprises lectures, demonstration, field /Lab projects, data oriented analytical exercises.

There shall be 90 instructional days excluding examination in a semester.

Projects/Dissertation and role of supervisor: NA

There is no Dissertation at the M.A. level. However, there are ample opportunities for carrying out research projects and producing research reports/ term papers as part of the teaching practices of the department. Students are encouraged to participate in Faculty research projects to enhance their methodological and analytical abilities.

Eligibility for Admissions:

Admission to the M.A. in Linguistics Programme/ Post M.A. Diploma in Linguistics is based on merit, through ranking on the basis of marks obtained in an entrance examination conducted for this purpose. No interviews are conducted for the purpose of admission in this programme. The required qualifying marks in the entrance exam are determined by the UGC and the University.

- **Mode of Admission:** Only Entrance.

- **Eligibility Criteria**

	Course Requirements	Marks Requirements
1	M.A./M.Sc./M.Ed. examination in any subject from the University of Delhi or examination recognized as equivalent thereto.	50% marks in aggregate or equivalent grade
2	B.A./B.Sc./B.Com (Hons) examination (Under 10+2+3) scheme of examination in any subject from the University of Delhi or any other recognized University.	50% marks in aggregate or equivalent grade
3	B.A. (Pass)/Prog./B.Com.(Pass)/Prog./B.Sc.(General)/B.El.Ed. in any subject from University of Delhi or from any other recognized University.	55% marks in aggregate or equivalent grade

- **Courses coverage for Entrance Test:** We admit students from all streams of subjects. Additionally, Linguistic is hardly offered at the undergraduate level. Therefore there is no prescribed syllabus for the entrance test. The questions are fairly general and designed to test aptitude relating to language and linguistics.

Assessment of Students' Performance and Scheme of Examinations:

1. English shall be the medium of instruction and examination.
2. Assessment of students' performance shall generally consist of:

Internal assessment together with performance in the end-of-semester examination, for which the respective weightage is 30% and 70%. In the case of Seminar courses, the end-of-semester examination may be replaced by a term paper, if so desired by the concerned teacher. Overall assessment will be based on Learning Outcomes for the course, as specified in the appropriate section.

Pass Percentage & Promotion Criteria:

This would be as per the University Rules

Part I to Part II Progression:

This would be as per the University Rules specified from time to time. The department does not have a separate policy of its own about semester-to-semester progression, policy for re-appearance, policy in case of failing in one or more papers.

Conversion of Marks into Grades:

This would be as per the formula specified by the University for conversion of marks into grades.

Grade Points:

Grade point table as per University Examination rule

CGPA Calculation:

As per University Examination rule

SGPA Calculation:

Grand SGPA Calculation:

Conversion of Grand CGPA into Marks

As notified by competent authority the formula for conversion of Grand CGPA into marks is:
Final percentage of marks = CGPA based on all four semesters $\times$ 9.5

Division of Degree into Classes:

Post Graduate degree to be classified based on CGPA obtained into various classes as notified into Examination policy.

Attendance Requirement:

There are at present no rules for stipulating minimum attendance requirements. However, the Department would like to enforce a strict 80% of attendance as mandatory for promotion to the next semester.

Span Period:

No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of **four** years from the date of admission to the Part-I/Semester-I of the M.A. in Linguistics Programme.

Guidelines for the Award of Internal Assessment Marks for M.A. in Linguistics Programme (Semester Wise)

Internal assessment is based on a variety of methods, including written assignments, mid-term tests, quizzes, class presentation, research projects, field projects, term papers etc. and class performance etc. It may vary from course to course, as determined and announced in advance by the concerned teacher.

The division of the internal assessment marks is given below:

    (i)   Attendance: 5
    (ii)   Test and or Assignments/ research project/field project/Presentation etc: 25

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IV: Course Wise Details for M.A. in Linguistics Programme

This section provides a brief description of each of the courses in terms of course objectives, learning outcomes and teaching plan and assessment. The major reform in this revision is restructuring of the curriculum by reconceptualising the knowledge of the discipline in terms of a variety of courses that needs to be delivered as a part of the program to the students. The revision exercise is undertaken to ensure that the students have adequate exposure to a variety of essential subdisciplines and intensive training in a range of areas of specialization. The detailed description of the units is expected to be prepared by the concerned teacher each semester before the teaching begins. Wherever the details are provided, they are only suggestive and not prescriptive in nature and are encouraged to be remodelled by the concerned Teacher to better serve the interest of the discipline. This allows the flexibility and inclusion of the latest research practices (including a teacher's own research) and disciplinary knowledge. This is in line with the best practices in the field. As a majority of the department teachers have been trained in the Universities of the U.S.A and Europe, the department continues to follow such practices- to stay at the cutting edge of research, which translates into teaching.

MALING001: Phonetics-I

Course Objectives:
This course provides hands-on introduction to various aspects relating to the study of speech sounds with reference to their production, perception and visual properties.

Course Learning Outcomes:
Students will have comprehensive knowledge of the basic concepts relating to speech sounds with respect to their articulatory and acoustic properties, as well as the ability to use speech software such as Praat for analysis of speech sounds. Students should be able to extend the classroom knowledge to their own languages and produce a sound inventory and acoustic analysis of sounds of their languages.

Description of the Course Contents:
This course provides hands-on introduction to various aspects relating to the study of speech sounds with reference to their production, perception and visual properties. The course will cover articulatory, auditory, and acoustic phonetics. The materials to be covered will be presented in the form of lectures and demonstrations and Lab activities. Students will have the opportunity to familiarize themselves with the sounds of languages from around the world including languages of India. Students are expected to work on their own language(s) and learn about the sounds of their own language by participating in individual and group activities and assignments. Students are expected to extend the classroom knowledge to their own languages and produce a sound inventory and acoustic analysis of sounds of their languages.

Unit I: Basic concepts: Articulatory and acoustic phonetics, speech production and perception, variation across and within languages.

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Unit II: Theoretical issues and essential findings of the discipline
Unit III: Methodology and Phonetic analysis

*Suggested Readings:
- Ashby, Michael, & Maidment, John (2005). *Introducing phonetics science*. Cambridge: Cambridge University Press.
- Hewlett, Night, & Beck, Janet (2006). *An introduction to the science of phonetics*. New Jersey; London: Lawrence Erlbaum.
- Johnson, Keith (2012). *Acoustic and auditory phonetics*. Oxford, UK: Wiley-Blackwell.
- Reetz, Henning, & Jongman, Allard (2009). *Phonetics: Transcription, production, acoustics and perception*. Oxford, UK: Wiley-Blackwell.

Note. Detailed readings for various topics are handed out in class from time to time and are routinely updated.

TEACHING PLAN and ASSESSMENT

The teaching will be done as per the following sequence of units equally divided across weeks:

Unit No.	Weeks	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	4	Conceptual Knowledge	Lectures and demonstrations and things to do	Assignments
2.	4	Theoretical disciplinary knowledge	Lectures and demonstrations and things to do	Assignments, Research Project [Lab]
3.	4	Methodological and analytical knowledge	Lectures and demonstrations and things to do	Assignments, Research Project [Lab] Presentation of research & submission of reports
		Students should be able to extend the classroom knowledge to their own languages and produce a sound inventory and acoustic analysis of sounds of their languages.		

MALING002: Phonology-I

Course Objectives:
This course introduces students to the sound patterns of languages of the world.

Course Learning Outcomes
Students learn to identify the sound patterns of various languages as well as be able to identify

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the same in their own language and learn to analyse phonological processes.

Description of the Course Contents:

This course will discuss the organization of sounds in the world's languages. Students begin with learning about phoneme inventories, the method used to identify phonemes and their allophones, and rules to account for the distribution of these allophones. Next, they study restrictions on the distribution of phonemes leading to neutralization of contrast in certain environments. This is followed by a study of phonological phenomena that require rule-ordering. The course ends with a study of syllable structure and rules involved in syllabification. Overall, the course trains students in understanding sounds as bundle of features and properties; understanding how sounds can be combined for construction of larger phonological units such as syllables and words; role of rules and constraints on various phonological processes. The course combines both theoretical and empirical perspectives.

Unit I: Basic concepts (features and properties of speech sounds)
Unit II: Theoretical issues and essential findings of the discipline (phonological processes, using features to build larger phonological units of syllables and words)
Unit III: Methodology and phonological analysis

Suggested Readings:
- Hayes, Bruce (2009). *Introductory phonology*. Wiley-Blackwell Publishers.
- Odden, David (2005). *Introducing phonology*. Cambridge University Press.

Note. Detailed readings for various topics are handed out in class from time to time and are routinely updated.

TEACHING PLAN and ASSESSMENT

The teaching will be done as per the following sequence of units equally divided across weeks:

Unit No.	Weeks	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	4	Conceptual Knowledge	Lectures and demonstrations and things to do	Assignments
2.	4	Theoretical disciplinary knowledge	Lectures and demonstrations and things to do	Assignments, Research Project [Lab]
3.	4	Methodological and analytical knowledge	Lectures and demonstrations and things to do	Assignments, Research Project Presentation of research & submission of reports
		Students should be able to extend the classroom knowledge to their own languages and produce a basic phonological analysis of select aspects of		

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		their languages.

MALING003: Morphology-I

Course Objectives:
The course provides knowledge of the components of the structure of a word, understanding of the various word-formation processes, and an understanding of the relation between sounds, words and sentences.

Course Learning Outcomes:
CO1: After completion of the course, the student should be able to appreciate the importance of word structure and the Word as a unit of study; Should be able to understand the composition of various words; Should be able to identify and describe various similarities and differences across word classes in terms of their composition; Should be able to describe various word formation processes and the differences between them; and Should be able to understand and articulate the relation between words, sounds, and sentences.

Description of the Course Contents:
This course is designed to introduce students to think of words structurally and train them to identify the structural properties of words and their internal composition.

Unit 1: Basic Concepts (Word structure and the composition of words; and various types of morphemes).

Unit 2: Theoretical knowledge of the discipline (Various word formation processes, especially derivational and inflectional processes; Morphology and its relation to sounds and sentences, Morphophonology & Morphosyntax, morphological productivity)

Unit 3: Methodology and Morphological analysis

Note. Detailed readings for various topics are handed out in class from time to time and are routinely updated.

TEACHING PLAN and ASSESSMENT
The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes equally divided between 3 major units.

Unit	Course Learning Outcomes	Teaching and Learning Activity	Assessment of Tasks
1	Conceptual knowledge	Lectures and demonstrations	Assignments
2	Theoretical knowledge (word compositions, word formation processes, types of morphologies across languages)	Lectures and data analysis exercises	Assignments and in-class exercises

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3	Ability to carry out Morphological analysis: segmentation; identify word classes Should be able to identify and describe various similarities and differences across word classes in terms of their composition	Lectures and analytical exercises	Assignments and in-class tests

Suggested Readings:

- Aronoff, Mark (1976). *Word formation in generative grammar*. Cambridge, MA: MIT Press.
- Aronoff, Mark, & Fudeman, Kirsten (2011). *What is morphology?* (2nd ed.). Sussex: John Wiley & Sons Ltd.
- Booij, Geert (2005). *The grammar of words*. Oxford: Oxford University Press.
- Katamaba, Francis, & Stonham, John (2006). *Morphology* (2nd ed.). Hampshire; New York: Palgrave MacMillan.

Note. Detailed readings for various topics are handed out in class from time to time and are routinely updated.

MALING004: Syntax-I

Course Objectives:
The course provides conceptual and theoretical knowledge relating to the following: composition of sentences, analysis of sentence structure, intermediate categories, theories of case, theta, control, binding, and familiarity with NP and WH movement,

Course Learning Outcomes:
CO1: After completion of the course, the student should be able to understand the structure and composition of sentences,
CO2: Should be able to identify different sentence types and analyse them,
CO3: Should be able to justify the need for intermediate categories, and correctly apply different theories like Case, Theta, Control, Bounding and Binding for analysing sentences,
CO4: Should be able to understand movement, especially of NPs and Wh-expressions,
CO5: Should be able to understand the importance of islands and barriers.

Description of the Course Contents:
This course is designed to introduce students to think of sentences structurally and train them to identify the structural properties of sentences and their internal composition.

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Unit 1: Basic Concepts: The importance and position of sentence in the study and analysis of linguistic properties of a language; recognition and analysis of different types sentence structures.

Unit 2: Theoretical Knowledge: The justification for intermediate categories, X-Bar theory, Case, Theta, Control, Bounding and Binding theories.

Unit 3: Methodology and syntactic analysis: Movement processes like NP-movement and Wh-movement, their differences in terms of A- and A-Bar movements; Island Constraints, Subjacency Condition, the theory of Barriers, and the DP-Hypothesis.

TEACHING PLAN and ASSESSMENT
The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes equally divided between the major units.

Unit	Weeks	Course Learning Outcomes	Teaching and Learning Activity	Assessment of Tasks
1	4	Knowledge of structure and composition of sentences; knowledge of different sentence types and analyse them.	Lectures	Quizzes + presentations
2	4	Should be able to justify the need for intermediate categories, and correctly apply different theories like Case, Theta, Control, Bounding and Binding for analysing sentences.	Lectures + problem solving	in-class tests
3	4	Should be able to understand movement, especially of NPs and Wh-expressions. Island Constraints, Subjacency Condition, the theory of Barriers, and the DP-Hypothesis.	Lectures + problem solving	Take-home Assignment Presentations

Suggested Readings:
- Carnie, Andrew (1999). *Sentence structure: A generative introduction*. Oxford University Press.
- Haegeman, Liliane (1994). *Introduction to government and binding theory* (2nd ed.). Blackwell.
- Lasnik, Howard, & Uriagereka, Juan (1988). *A course in GB syntax*. MIT Press. Poole, Geoffrey (2002). *Syntactic theory*. Palgrave.

Note. Detailed readings for various topics are handed out in class from time to time and are routinely updated.

MALING005: Sociolinguistics-I

Course Objectives:
The course introduces students to the language in its social context. The primary objective is to train students to understand language structure and use [in terms of variation and change] from an empirical and social perspective. Students learn how to make observations on language used in real face-to-face interactions and analyse them. It sensitises them to the fact that language is essentially a social and a cultural product, languages evolve, come in contact with other languages and undergo changes.

Course Learning Outcomes:
Students learn (i) language is a pluralistic entity (ii) it can be studied only with reference to time and space (iii) how to identify and analyse language variation and (iv) get hands on training on study of language in social context by participating in group and individual field projects, and basic quantitative methods of analyzing data.

Description of the Course Contents:
This course introduces students to language in its social context. Students learn how to make observations on language used in real face-to-face interactions and analyse them. Topics covered include essentials of sociolinguistics: perspectives on linguistic diversity, language in time and space, language variation and change, the role of social factors like class, caste, clan, ethnicity, gender, family, mobility etc. in understanding language variation and change. Students get hands on experience on language use by participating in group and individual field projects, and using basic quantitative methods of data analysis.

Unit I: Basic concepts
Unit II: Theoretical issues and essential findings
Unit III: Methodology for sociolinguistic analysis

Suggested Readings:
- Labov, William (1972/1991). *Sociolinguistics patterns.* Philadelphia: University of Pennsylvania Press.
- Meyerhoff, Miriam (2006/2011). *Introducing sociolinguistics*. New York: Routledge
- Smakman, Dick (2018). *Discovering sociolinguistics*. London: Palgrave.

Note. Detailed readings for various topics are handed out in class from time to time and are routinely updated.

TEACHING PLAN and ASSESSMENT

The teaching will be done as per the following sequence of units equally divided across weeks:

Unit No.	Weeks	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	4	Conceptual Knowledge	Lectures and	Assignments

			demonstrations and things to do	
2.	4	Theoretical disciplinary knowledge	Lectures and demonstrations and things to do	Assignments, Research Project [field]
3.	4	Methodological and analytical knowledge	Lectures and demonstrations and things to do	Assignments, Research Project [field] Presentation of research & submission of reports
		Students should be able to extend the classroom knowledge to their own linguistic and speech communities and produce sociolinguistic analysis of select aspects of their languages.		

MALING006: Semantics-I

Course Objectives:
The course exposes student to: (i) the essentials of semantics, word and sentence meaning, sense and reference, and logical methods (ii) logical connectives and entailment/ presupposition, (iii) concepts such as definiteness and quantifiers, (iv) classify predicates according to their internal aspect, and (v) understand concepts such as implicature and speech acts.

Course Learning Outcomes:
CO1: After completion of the course, the student should be able to appreciate the importance of lexical semantics and be able to compare word and sentence meaning, understand sense and reference, and be familiar with logical methods for analysing meaning.
CO2: Should be able to work with different types of logical connectives and understand relations such as entailment and presupposition.
CO3: Should be able to understand the concepts of definiteness and quantifiers in relation to the meanings of noun phrases and sentences.
CO4: Should be able to classify predicates according to their internal aspect (Aktionsart).
CO5: Should be able to understand the importance of interface concepts like implicature and speech act.

Description of the Course Contents:
Unit 1: Basic Concepts: The essentials of lexical semantics, different perspectives on word and sentence meaning, the concepts of sense and reference, and introductory logical methods for the analysis of the meanings of simple clauses and sentences; the established logical connectives to connect propositions within sentences and inter-sentential truth-value relations such as entailment and presupposition.

Unit 2: Definiteness and quantifiers in relation to the meanings of noun phrases and sentences.

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Unit 3: Classification of predicates according to their inner aspect is introduced at a basic level.

Unit 4: Concepts that occur at the interface of semantics and pragmatics (the study of language in use) such as implicature and speech acts and forces are introduced and discussed with reference to examples.

Teaching Plan:
The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes divided between 5 units.

Unit	Weeks	Course Learning Outcomes	Teaching and Learning Activity	Assessment of Tasks
1	3	Conceptual Knowledge of meaning composition of words and sentences, sense and reference, logical methods; logical connectives and relations such as entailment and presupposition.	Lectures + problem solving	Quizzes + in-class tests
2	3	Should be able to understand the concepts of definiteness and quantifiers.	Lectures + problem solving	MCQ
3	3	Should be able to classify predicates according to their internal aspect (Aktionsart).	Lectures + problem solving	Take-home Assignment
4	3	Should be able to understand the importance of interface concepts like implicature and speech act	Lectures	Presentations

Suggested Readings:
- Chierchia, Gennaro, & McConnell-Ginet, Sally (2000). *Meaning and grammar: An Introduction to semantics* (2nd ed.). Cambridge, MA: MIT Press.
- Lyons, John (1995). *Linguistic semantics: An introduction*. Cambridge: Cambridge University Press.
- Saeed, John I. (2015). *Semantics* (4th ed.). Oxford: Wiley-Blackwell.

Note. Detailed readings for various topics are handed out in class from time to time and are routinely updated.

MALING007: Historical Linguistics-I

Course Objectives:

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This introductory course in historical linguistics initiates the diachronic study of language and its significance in the overall discipline of linguistics. Students learn basic concepts relating to (i) concept of genetic relationship among languages, the idea of language family, similarities due to contact (ii) language change, and (iii) use of comparative method to construct the past

Course Learning Outcomes:
Students will have adequate exposure to the concepts of language, history and change; methods of identifying and exploring sound changes; and learn the methodology of studying language from historical perspective and (iv) be able to extend the classroom knowledge to the study of a specific language or language family.

Description of the Course Contents:
This introductory course in historical linguistics initiates the diachronic study of language and its significance in the overall discipline of linguistics. Topics that are introduced include phonetic and phonological change, morphological change, analogy, language families and historical-comparative reconstruction of a proto-language, internal reconstruction in the history of a language or language group, problems with a monolithic approach to historical-comparative reconstruction, language contact and processes of change.

Unit I: Basic concepts
Unit II: Theoretical issues and essential findings
Unit III: Methodology for historical linguistic analysis (specific types and processes of diachronic changes; using historical resource materials)

Suggested Readings:
- Aitchison, Jean (1981/2001). *Language Change: Progress or Decay?* Cambridge: Cambridge University Press.
- Bynon, Theodora (1977/2012). *Historical Linguistics*. Cambridge: Cambridge University Press.
- Trask, R. L., and Robert McColl Millar (2013). *Trask's Historical Linguistics*, revised edition. New York: Routledge.

Note. Detailed readings for various topics are handed out in class from time to time and are routinely updated.

TEACHING PLAN and ASSESSMENT

The teaching will be done as per the following sequence of units equally divided across weeks:

Unit No.	Weeks	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	4	Conceptual Knowledge	Lectures and	Assignments

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			demonstrations and things to do	
2.	4	Theoretical disciplinary knowledge	Lectures and demonstrations and things to do	Assignments, research project
3.	4	Methodological and analytical knowledge	Lectures and demonstrations and things to do	Assignments, research project, Presentation of research & submission of reports
		Students should be able to extend the classroom knowledge to their own language and language family and produce historical analysis of select aspects of their languages.		

MALING008: (Cognitive) Computational Linguistics-I*

Course Objectives:
The course introduces students to automatic processing of language by means of modelling and algorithmic procedures; using corpus to test different linguistic theories of grammar, and the nature of the interface between human mind and machine.

Course Learning Outcomes:
CO1: After completion of the course, the student should be able to understand how language can be automatically processed and interpreted by means of formal modelling and algorithmic procedures; Should be familiar with automata theory, graph theory, linguistic representations, and machine learning; Should be able to understand statistical language processing, machine translation, Natural Language Processing, artificial intelligence.

Description of the Course contents:
Like other areas of Linguistics, the aim of the course is to understand how language works and additionally the nature of the interface between human mind and machine. Overall, the course aims to provide an overview of various computational approaches (such as symbolic structured representations, probabilistic inference and artificial neural networks, as applied to concept learning, language and reasoning) to the study of mind.

Unit 1: Introduction to the basic concepts and the history of the discipline: how language can be automatically processed and interpreted by means of formal modelling using corpus and algorithmic procedures. There is an emphasis on corpus, testing and application.

Unit 2: Theoretical knowledge and principle findings: Models for parsing and learning grammatical structure, models of communication, models of social interaction, natural language processing, and machine learning/ integrating models of linguistic structure with sophisticated modern probabilistic and statistical techniques.

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Unit 3: Formal languages and grammars, statistical language processing, machine translation, Natural Language Processing, artificial intelligence.

TEACHING PLAN and ASSESSMENT

The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes divided between 5 units.

Unit	Weeks	Course Learning Outcomes	Teaching and Learning Activity	Assessment of Tasks
1	4	Conceptual knowledge	Lectures and demonstrations	Assignments
2	4	Theoretical knowledge and key findings	Lectures + problem solving + programming	Assignments and projects
3	4	Practical knowledge: how to do things	Lectures + problem solving	Assignments and projects

Suggested Readings:

- Bender, Emily M. (2013). *Linguistic fundamentals for natural language processing*. Morgan & Claypool Publishers.
- Grishman, R (1986). *Computational linguistics: An introduction* (*Studies in natural language processing*, pp. I-IV). Cambridge: Cambridge University Press.
- Jurafsky, Daniel, & Martin, James H. (2000). *Speech and language processing: An introduction to natural language processing, computational linguistics, and speech recognition*. New York: Prentice-Hall.

- Pullman, Steve (1997). *Computational linguistics*. Cambridge: Cambridge University Press.

Note. Detailed readings for various topics are handed out in class from time to time and are routinely updated.

Note. We don't have an expertise in this area at the moment in the Department.

MALING009: Psycholinguistics-I

Course Objectives:

This course introduces the essentials of the subjects to the students. The course will focus on the nature of relationship between language and brain, normal language processing corresponding to comprehension, production and acquisition. It examines how languages are acquired, represented and processed in the brain. It also covers issues relating to biological foundation of speech and language impairment.

Course Learning Outcomes:

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By the end of the course, students will understand the biological, psychological and cognitive foundations of language, have knowledge of the processes and mechanisms of first language acquisition and processing; read primary research literature on key topics and interpret the results of the experiments; and learn the research methodology for carrying out small research oriented studies/ experiments.

Description of the Course Contents:
This course introduces the essentials of the subjects to the students. The course will focus on the nature of relationship between language and brain, normal language processing corresponding to comprehension, production and acquisition. It examines how languages are acquired, represented and processed in the brain. It also covers issues relating to biological foundation of speech and language impairment.

Unit I: Basic concepts (Psychological and cognitive nature of language learning, Evolution of language, comprehension and production of speech; Language and structure of human brain)

Unit II: Theoretical knowledge: key findings of various seminal empirical studies (Approaches to first language acquisition; Biological foundation of language- impaired speech)

Unit III: Methodology and Psycholinguistic Analysis: Relating the conceptual and theoretical knowledge for undertaking psycholinguistic experiments and analysis

Suggested Readings:
- Carrol, David (1994/2007). *Psychology of language*. California: Brooks/Cole Pub.
- Fernández, Eva M., & Cairns, Helen Smith (Eds.). (2017). *The handbook of psycholinguistics*. Wiley-Blackwell.
- Obler, Loraine K., & Gjerlow, Kris (1999). *Language and the brain*. Cambridge: Cambridge University Press.
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TEACHING PLAN and ASSESSMENT

Unit No.	Weeks	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	4	Conceptual knowledge	Lectures	Assignments
2.	4	Theoretical knowledge: key findings of various studies	Lectures, Vedios and discussion	Assignments: Reading and discussion
3.	4	Experimental and analytical knowledge	Lectures, Vedios and discussion	Assignments, projects and presentations

MALING010: Neurolinguistics-I

Course Objectives:
The course introduces students to the organization and representation of language in the brain. It analyses language impairments caused by brain damage.

Course Learning Outcomes:
By the end of the course, students will understand the organization of language in the brain; have knowledge of the neurolinguistic aspects of various components of language read primary research literature on key topics and interpret the results of the experiments; and learn the research methodology for carrying out small research oriented studies/ experiments.

Contents:
The course discusses the organization of language in the brain. It analyses language impairments (caused by brain damage. It introduces students to various theories and models of neurolinguistics. It covers neurolinguistic aspects of various components of language such as phonology, morphology, lexical semantics, pragmatics; techniques of investigating Aphasia, Agrammatism, and Dyslexia etc.

Unit I: Basic concepts (organization of language in the brain)

Unit II: Theoretical knowledge: various theories and models of neurolinguistics; neurolinguistic aspects of various components of language such as phonology, morphology, lexical semantics, pragmatics.

Unit III: Methodology and Neurolinguistic Analysis: Relating the conceptual and theoretical knowledge for investigating Aphasia, Agrammatism, and Dyslexia etc.

Suggested Readings:
- Ahlsén, Elisabeth (2006). *Introduction to neurolinguistics*. Amsterdam: Philadelphia: John Benjamins Publishing Company.
- Caplan, David (1987). *Neurolinguistics and linguistic aphasiology*. Cambridge: Cambridge University Press.
- Ingram, John C.L. (2007). *Neurolinguistics*: *An introduction to spoken language and its disorders*. Cambridge: Cambridge University Press.

TEACHING PLAN and ASSESSMENT

Unit No.	Weeks	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	4	Conceptual knowledge	Lectures	Assignments

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| 2. | 4 | Theoretical knowledge: key findings of various studies | Lectures, Vedios and discussion | Assignments: Reading and discussion |
| 3. | 4 | Experimental and analytical knowledge | Lectures, Vedios and discussion | Assignments, projects and presentations |

MALING011: Sign Language-I

Course Objectives:

To provide knowledge of the relation between linguistics and sign linguistics; structural properties of sign language (SL); history of SL, particularly, of Indian Sign Language (ISL); and the acquisition of SL. Like other courses, Sign language can be studied from various perspectives including social, cultural, and historical. The study of sign language, however is necessarily corpus based.

Course Learning Outcomes:

CO1: should be able to talk about the importance of SL and the essential highlights of the linguistics of SLs.

CO2: should be able to demonstrate knowledge of various grammatical constructions in SL.

CO3: should be familiar with the history of formation SLs with particular reference to ISL.

CO4: should be able to elucidate various differences across SLs and how the situation is similar to variation in spoken languages.

CO5: should be aware of the stages of language acquisition in SL.

Contents:

This course is designed to familiarise students with the principal areas of enquiry in sign language linguistics and provide them with the descriptive and analytical tools necessary to engage with theoretical and experimental research on sign language systems.

Unit 1: Linguistics and Sign Linguistics, the architecture of language from the cross-modal perspective.

Unit 2: The structural properties of signed languages, including topics such as word order, clause types (declarative, interrogative, imperative, etc.), negation, agreement, adjunction, incorporation, etc.

Unit 3: The history of sign languages with specific focus on Indian Sign Language (ISL); Syntactic and other variations in sign language with specific focus on varieties of ISL.

Unit 4: The acquisition of sign languages and cross-linguistic comparison of sign language acquisition.

TEACHING PLAN and ASSESSMENT

Unit	Course Learning Outcomes	Teaching and Learning Activity	Assessment of Tasks

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1	Should be able to understand the relation between linguistics and sign linguistics; demonstrate knowledge of various grammatical constructions in SL.	Lectures + videos	Quizzes, in-class tests on signing
2	history of SLs, with particular reference to ISL	Lectures + videos	class presentations
3	Should be able to elucidate various differences across SLs and how the situation is similar to variation in spoken languages.	Lectures + videos	MCQT
4	Should be aware of the stages of language acquisition in SL	Lectures + videos	Quiz + take-home assignment

Suggested Readings:
- Baker, Anne, Beppie van den Bogaerde, Pfau, Roland, & Schermer, Trude (2016). *The linguistics of sign languages: An introduction*. Amsterdam: John Benjamins.
- Bhattacharya, Tanmoy, Grover, Nisha, & Randhawa, Surinder P.K. (Eds.). (2014). Indian sign language(s). *People's Linguistic Survey of India* (Vol. 38). New Delhi: Orient BlackSwan.
- Brentari, Diane (Ed.). (2010). *Sign languages*. Cambridge: Cambridge University Press.
- Sinha, Samar (2018). *Indian sign language: A linguistic analysis of its grammar*. Washington: Gallaudet University Press.

Note. Detailed readings for various topics are handed out in class from time to time and are routinely updated.

MALING012: Language Change-I

Course Objectives:
This course is designed to introduce students to the study of one or more aspects of language change; various approaches to language change, factors leading to language change with a view to cultivate an interest in studying language change in a specific language (s) over time using synchronic and diachronic approaches and resource materials.

Course Learning Outcomes:
At the end of the course, students will have a broad knowledge of various aspects of language change and how to study language change.

Description of the Course Contents:
This course is designed to introduce students to the study of one or more aspects of language change. The topics may include: How and why does language change; various synchronic and diachronic approaches to the study of language change, language history, change in progress,

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and various kinds of changes. Students explore changes or specific developments in specific language(s) over time.

Unit I: Fundamentals of language change;
Unit II: Theoretical knowledge of the key issues and findings
Unit III: How to study language change

Suggested Readings:
- Arlotto, Anthony (1981/1972). *Introduction to historical linguistics*. Boston: University Press of America.
- McMahon, April M.S. (1994). *Understanding language change*. Cambridge University Press.
- Depending on the specific content, specific articles will be selected from Handbooks on Historical Linguistics; Language contact; sociohistorical linguistics, language geography.

Note. Detailed readings for various topics are handed out in class from time to time and are routinely updated.

TEACHING PLAN and ASSESSMENT

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Deeper knowledge of the key concepts	Lectures and discussion	Assignments and presentations
2.	Deeper knowledge of the specific findings in key areas across research literature	Lectures and discussion; data exercises	Assignments and presentations
3.	Research projects and Discussion	Presentation of research findings and discussion	Assignments and presentations

MALING013: Second Language Learning/Acquisition

Course Objectives:
To provide knowledge of various issues concerning leaning/ acquiring a second language in natural settings.

Course Learning Outcomes:
By the end of the course, Students will be able to develop a broader perspective on issues concerning second language acquisition by drawing on a varieties of approaches, including sociolinguistics, psycholinguistics that practice research on second language acquisition.

Contents:

This course introduces students to the key concepts relating to processes and theories of learning a language in addition to one's native language. The course focuses on second language learning by both adults and children. The topics include various approaches to second language learning in monolingual and bilingual contexts; factors that influence acquisition of specific aspects of language; order in which morphemes/ specific linguistic structures are acquired; differences between children and adult language acquisition; role of linguistic, social, psychological, cultural, cognitive and other factors in language learning.

Unit I: Basic concepts and relevant issues

Unit II: Key issues in second language research (SLA): Various perspectives on and approaches to SLA; Order of acquisition, constraints on acquisition; order in which morphemes/ specific linguistic structures are acquired; differences between children and adult language acquisition; role of linguistic, social, psychological, cultural, cognitive and other factors in language learning.

Unit III: Methodology for data elicitataion and analysis

Suggested Readings:

- Doughty, Catherine J., & Long, Michael H. (Eds.), (2005). *The handbook of second language acquisition*. Wiley-Blackwell. Available from https://www.ut.edu.sa/documents/182223/5072461/The+Handbook+of+Second+Language+Acquisition.pdf/58ce7d16-3e68-43d0-beb2-1_1dd8b6e6d73
- Saville-Troike, Muriel (2005/2012). *Introducing second language acquisition*. Cambridge: Cambridge University Press. Online ISBN: 9780511808838 https://doi.org/10.1017/CBO9780 511808838

Note. Detailed readings for various topics are handed out in class from time to time and are routinely updated.

TEACHING PLAN and ASSESSMENT

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Conceptual knowledge	Lectures and discussion	Assignments and discussion
2.	Theoretical knowledge of issues in SLA; approaches to SLA; specific findings in select areas	Pre-reading and discussion	Assignments and discussion
3.	Research projects and Discussion	Presentation of research findings and discussion	Assignments and presentations

MALING014: First Language Acquisition-I

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Course Objectives:

To acquire: an understanding of how children acquire their first language; knowledge of child language development: words, morphology, syntax, pragmatic and social language skills.
Role of early language socialization and cultural factors
Knowledge of the major theories of language development as well as debates
To explore basic child language data and conduct basic analyses of child language acquisition data.

Course Learning Outcomes:

At the end of First Language Acquisitions, students will be able to (i) Describe the characteristic features of children's language in various areas such as phonology, morphology, sentence structure, pragmatics, sociolinguistic variation (ii) demonstrate how these features develop over time, (iii) will be able to Apply knowledge of the features of child language to analyze children's language

Description of the Course Contents:

This course introduces students to the theories, debates, processes and stages of first language acquisition. It focuses on acquisition of phonological, grammatical, semantic and pragmatic aspects of language among children; how these features of develop over time
Students learn the techniques of eliciting data and analyzing data.

Unit I: Basic concepts
Unit II: Approaches and process of language acquisition; order of acquisition; role of various factors that influence learning outcomes; variation across Children, outward nature of learning; role of parents versus peer in learning.
Unit III: Methodology and analysis of child language data

Suggested Readings:

- Carrol, David (1994/2007). *Psychology of language*. California: Brooks/Cole pub.
- Ingram, David (1989). *First language acquisition: Method, description and explanation.* Cambridge: Cambridge University Press.

TEACHING PLAN and ASSESSMENT

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Conceptual knowledge	Lectures and discussion	Assignments and presentations
2.	knowledge of the specific findings in key areas across research literature	Pre-reading and discussion	Assignments and presentations
3.	Mtehodology and child language data analysis	Presentation of research findings and discussion	Assignments and presentations

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MALING015: Open Course-I

Course Objectives:
This course provides an opportunity to offer a course in an area not covered above, such as emerging trends or an area in which the department lacks expertise. This makes it possible to take advantage of the expertise of visiting/invited faculty.

Course Learning Outcomes:
Contingent upon the course content but geared towards thorough understanding and facility in a specific topic.

Contents:
As per the course content decided on the basis of current topics, student interests, and faculty availability.

Suggested Readings:
Contingent upon Course Content as decided.

Teaching Plan:
As per the course content decided on the basis of current topics, student interests, and faculty availability.

MALING016: Phonetics-II

Course Objectives:
This course builds on Phonetics 1 and provides comprehensive knowledge in specific topics focusing on production, acoustic properties of speech sounds and salience of cues to speech production and possibly, how it relates to other areas such as bilingualism, language acquisition, and language change, phonological processes etc. (depending on the interests of the class and the research interests of the teacher).

Course Learning Outcomes:
By the end of the course students will be able to analyse phonetic properties of speech sounds in specific languages.
They will be well familiar with skills for phonetic analysis and will have knowledge of relevant software and statistical programs.

Contents:
This course will build upon Phonetics I and will focus on topics in speech production and perception. The course provides advanced knowledge in acoustic properties of various speech sounds and their perceptual salience. Students will work on specific set of sounds from select languages and will learn to test the perceptual salience of specific acoustic cues.

Unit I: Basic concepts

Unit II: Theoretical knowledge: overview of acoustic properties of various categories of sounds; testing salience of acoustic cues for perception;

Unit III: Speech data elicitation; experiments, analysis of results

Suggested Readings:

- These would be compiled mainly from Journals such as *Journal of Phonetics, Journal of the Acoustical Society of America* (Speech Communication section only)*, Phonetica, Language and Speech* and the *Intl Congress of Phonetics Sciences 2007;* Haskins Laboratory Reports.
- Johnson, Keith (1997) *Acoustic and Auditory Phonetics*. Oxford: Blackwell.
- Werker, Janet and Tees, Richard (1984) Cross-language speech perception: Evidence for perceptual reorganization during the first year of life. *Infant Behavioral Development 7*, 49-63.
- Borden, G., K. S. Harris and Raphael, L. J. (1994) *Speech Science Primer: Physiology, acoustics and perception of speech.* Philadelphia: Lippencott, Williams and Wilkins.

TEACHING PLAN and ASSESSMENT

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Conceptual knowledge	Lectures and demonstration	Assignments and presentations
2.	knowledge of the specific findings in key areas across research literature	Pre-reading and discussion	Assignments and presentations
3.	Methodology, data elicitation, experiments and analysis	Presentation of research findings and discussion	Lab Assignments and presentations

MALING017: Phonology-II

Course Objectives:

Building on Phonology-1, this course provides advanced knowledge on select topics in phonology.

Course Learning Outcomes:

Students will have good theoretical and empirical understanding of phonological processes and other relevant phenomena with reference to specific languages and preferable with reference to a corpus of Indian languages. Students will have good exposure to theoretical and Laboratory phonology.

Contents:

This course advances the students' knowledge of phonological phenomena by examining select topics such as syllable structure, other phenomena involving, for example, stress, meter, tone and reduplication. The students will also learn about various theories that have been

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formulated to account for such phenomena; for example, Feature Geometry, Prosodic Morphology, and Optimality Theory.

Unit I: Key concepts and issues
Unit II: Theoretical knowledge: overview of prosodic properties of languages
Unit III: Data elicitation; experiments, analysis

Suggested Readings:

- Gussenhoven, Carlos and Haike Jacobs (1998/2013). *Understanding phonology*. New York: Routledge.
- Kennedy, Robert (2017). *Phonology: A coursebook.* Cambridge: Cambridge University Press.

TEACHING PLAN and ASSESSMENT

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Conceptual knowledge	Lectures and demonstration	Assignments and presentations
2.	knowledge of the specific findings in key areas across research literature	Pre-reading and discussion	Assignments and presentations
3.	Methodology, data elicitation, experiments and analysis	Presentation of research findings and discussion	Lab Assignments and presentations

MALING018: Morphology-II

Course Objectives:
At the end of the course, the student should be able to:
- talk fluently about the compositionality of words and the various morphological processes words undergo,
- understand advanced topics in lexical morphology,
- understand advanced topics in prosodic morphology,
- understand the connection between the lexicon and morphology,
- understand the connection between morphology and syntax,

Course Learning Outcomes:
CO1: After completion of the course, the student should be very confident about word compositionality and morphological processes.
CO2: Should be familiar with advanced topics in lexical morphology.
CO3: Should be familiar with advanced topics in prosodic morphology.
CO4: Should be familiar with issues that deal with the relation between the lexicon and

morphology.

CO5: Should be familiar with issues that deal with the relation between syntax and morphology.

Contents:

This course introduces students to advanced topics in Morphology and requires basic knowledge of various morphological operations and processes covered in the Morphology-1 course.

Unit 1: Review of basic morphological processes, as in Morphology-I.

Unit 2: Introduction to Lexical Morphology.

Unit 3: Introduction to Prosodic Morphology.

Unit 4: The connection between Lexicon & Morphology.

Unit 5: The connection between Morphology & Syntax.

TEACHING PLAN and ASSESSMENT

Unit	Weeks	Course Learning Outcomes	Teaching and Learning Activity	Assessment of Tasks
1	2.5	Should be familiar with word compositionality and morphological processes	Lectures + problem solving	Quizzes + presentations
2	2.5	Should be familiar with advanced topics in lexical morphology	Lectures + problem solving	In-class tests
3	2.5	Should be familiar with advanced topics in prosodic morphology	Lectures + problem solving	MCQT
4	2.5	Should be familiar with issues that deal with the relation between the lexicon and morphology	Lectures + problem solving	Take-home Assignment
5	2	Should be familiar with issues that deal with the relation between syntax and morphology.	Lectures	Presentations

Suggested Readings:

- Anderson, Stephen R. (1992). *A-morphous Morphology*. Cambridge: Cambridge Anderson, Stephen R. (1992). *A-morphous morphology*. Cambridge: Cambridge University Press.

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- Baker, Mark (1988). *Incorporation: A theory of grammatical function changing*. Chicago: University of Chicago Press.
- Borer, Hagit (1998). Morphology and syntax. In Andrew Spencer & Arnold M. Zwicky (Eds.)*, The handbook of morphology* (pp. 151–90). Oxford: Blackwell.
- Levin, Beth, & Hovav, Malka Rapaport (1998). Morphology and lexical semantics. In Andrew Spencer & Arnold M. Zwicky (Eds.)*, The handbook of morphology* (pp. 248–71). Oxford: Blackwell.
- McCarthy, John, & Prince, Alan (1995). Prosodic morphology. In John A. Goldsmith (Ed.), *The handbook of phonological theory* (pp. 318–66). Oxford: Blackwell.

MALING019: Syntax-II

Course Objectives:

The objective of this course is to emphasize the developments that took place after the Government & Binding period of theoretical concerns in the mid-80's. It equips the students to:

- understand clause structure from the Minimalist perspective,
- understand the role of features in deriving Theta properties,
- understand the role of features in deriving Case and Agreement,
- understand the modified structures of the NP, VP, CP,
- understand the role of economy and locality in movement operations (Wh- etc.).

Course Learning Outcomes:

CO1: After completion of the course, the student should be able to appreciate changes in clause structure from the perspective of Minimalism.

CO2: Should be able to understand the role of features in deriving Theta properties.

CO3: Should be able to understand the role of features in deriving Case and Agreement.

CO4: Should be able to describe the modified structures of NP, VP, CP.

CO5: Should be able to understand the role of economy and locality in movement operations.

Contents:

This course builds on the knowledge of Syntax-I and introduces the students to the theory of Minimalism as represented in the Minimalist Programme.

Unit 1: Clause structure and Economy Principles.

Unit 2: Theta theory through features.

Unit 3: Case and Agreement through features.

Unit 4: The modified structures of NP, VP, CP;

Unit 5: Economy and Locality in Wh-movement.

TEACHING PLAN and ASSESSMENT

Unit	Weeks	Course Learning Outcomes	Teaching and Learning	Assessment of Tasks

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			Activity	
1	2	Should be able to appreciate changes in clause structure from the perspective of Minimalism	Lectures	presentations
2	2.5	Should be able to understand the role of features in deriving Theta properties	Lectures + problem solving	Quizzes and in-class tests
3	2.5	Should be able to understand the role of features in deriving Case and Agreement	Lectures + problem solving	MCQT
4	2.5	Should be able to describe the modified structures of the NP, VP, and CP	Lectures + problem solving	Long Assignment (term paper)
5	2.5	Should be able to understand the role of economy and locality in movement operations.	Lectures	Presentations

Suggested Readings:

- Adger, David (2003). *Core syntax: A minimalist approach*. Oxford University Press
- Chomsky, Noam (1995). *The minimalist program*. MIT Press.
- Hornstein, Norbert, Nuñes, Jairo, & Grohmann, Kleanthes K. (2005). *Understanding minimalism*. Cambridge University Press.
- Lasnik, Howard, & Uriagereka, Juan (with Boeckx, Cedric) (2005). *A course in minimalist syntax*: *Foundations and prospects*. Blackwell.
- Pollock, Jean-Yves (1989). Verb movement, universal grammar, and the structure of IP. *Linguistic Inquiry,* 20 (3), 365-424.

MALING020: Semantics-II

Course Objectives:

At the end of the course, the student should be able to:

- understand theories of meaning from the generative perspective,
- understand basic concepts such as denotation, intension and extension, semantic types and Montagovian-style compositional semantics,
- understand the semantics of tense and aspect as introduced and formalised in the more generalised domain of intensionality,
- understand Davidsonian and Neo-Davidsonian event semantics,
- understand formal semantics of quantification and plurals.

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Course Learning Outcomes:

At the completion of the course, the student

CO1: should be able to understand theories of meaning from the generative perspective.

CO2: should be to understand basic concepts such as denotation, intension and extension, semantic types and Montagovian-style compositional semantics.

CO3: should be able to understand the semantics of tense and aspect as introduced and formalised in the more generalised domain of intensionality

CO4: should be familiar with Davidsonian and Neo-Davidsonian event semantics.

CO5: should be familiar with the formal semantics of quantification and plurals.

Contents:

This elective course is to be taught as a sequel to the core course Semantics-I.

Unit 1: Constraints on theories of meaning from the generative perspective and semantic universals; Basic concepts in formal semantics such as denotation, intension and extension; semantic types and Montagovian-style compositional semantics are introduced.

Unit 2: The semantics of tense and aspect are introduced and formalised in the more generalised domain of intensionality.

Unit 3: Davidsonian and Neo-Davidsonian event semantics are introduced with reference to examples.

Unit 4: The formal semantics of quantification and plurals are explored in technical detail.

TEACHING PLAN and ASSESSMENT

Unit	Weeks	Course Learning Outcomes	Teaching and Learning Activity	Assessment of Tasks
1	3	Should be able to understand theories of meaning from the generative perspective; basic concepts such as denotation, intension and extension, semantic types and Montagovian-style compositional semantics	Lectures	Quizzes
2	3	Should be to understand the semantics of tense and aspect are introduced and formalised in the more generalised domain of intentionality	Lectures + problem solving	in-class tests
3	3	Should be familiar with Davidsonian and Neo-Davidsonian event semantics;	Lectures + problem solving	MCQ
4	3	should be familiar with formal semantics of quantification and plurals.	Lectures + problem solving	Take-home Assignment

Suggested Readings:
- Heim, Irene, & Kratzer, Angelika (1998, paperback 2000). *Semantics in generative grammar*. Oxford: Wiley-Blackwell.
- Kearns, Kate (2011). *Semantics* (2nd ed.). London and New York: Palgrave-Macmillan.
- Portner, Paul M., & Partee, Barbara H. (Eds.). (2002). *Formal semantics: The essential readings*. Oxford: Wiley-Blackwell.
- Winter, Yoad (2016). *Elements of formal semantics*. Edinburgh: Edinburgh University Press. Especially chapters 1-3 (which are free to download).

MALING021: Sociolinguistics-II

Course Objectives:
The course provides advanced knowledge in select areas of sociolinguistics such as quantitative modelling of language variation; Language change in progress in urban areas, role of social factors such as gender, age, ethnicity in language change; language identity, acquisition of variation. The primary focus is on speech communities of Asia-Pacific.

Course Learning Outcomes:
At the end of the course students will be able to appreciate the key differences in Western and Indian sociolinguistic settings; an independent perspective on different sociolinguistic settings in India; Ability to read key research and interpret findings; think independently to carry out research project

Contents:
This course builds on Sociolinguistics-I and introduces advanced knowledge in select topics in the area. It will cover topics such as quantitative modelling of language variation; Language change in progress in urban areas, role of social factors such as gender, age, ethnicity in language change; language identity, acquisition of variation. The primary focus is on speech communities of Asia-Pacific.

Unit I: Essential concepts
Unit II: Theoretical Knowledge: key findings of seminal research literature from across speech communities
Unit III: Research Methodology for direct observation of speech and analysis and relate them to principle findings in existing literature
Suggested Readings:
- Labov, William (1994/1999). *Principles of linguistic change: Internal factors* (Vol. 1). Massachusetts: Wiley-Blackwell.
- Labov, William (2001). *Principles of linguistic change: Social factors* (Vol. 2). Massachusetts: Wiley-Blackwell.
- Labov, William (2010). *Principles of linguistic change: Cognitive and cultural factors* (Vol. 3). Massachusetts: Wiley-Blackwell.

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- Smakman, Dick, & Heinrich, Patrick (Eds.), (2015). *Globalizing sociolinguistics: Challenging and expanding theory*. London; New York: Routledge.
- Journal Articles (LVC, APLV, JOS etc.)

TEACHING PLAN and ASSESSMENT

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Fundamentals of Sociolinguistics of speech communities	Lectures and demonstrations	Assignments and projects
2.	Comprehensive knowledge of research literature in a specific area	Pre-reading and discussions	Discussion and presentations
3.	Methodological and analytical abilities	Discussing research projects	Discussion and Presentations

MALING022: Historical Linguistics-II

Course Objectives:

As a sequel to Historical Linguistics -1, this course provides advanced training in areas relating to historical changes and developments in a specific language family of India.

Course Learning Outcomes:

At the end of the course students will have adequate knowledge of historical developments, linguistic processes etc. and will be carry out research specific relevant questions by using historical data and research methods.

Contents:

This course will provide advanced knowledge in the field of diachronic study of language change. The course emphasizes on the agency of speakers in language change. Hence it addresses issues and challenges that have been raised from time to time from language contact, social profile of speakers, transmission and diffusion etc.

It will provide an overview of language change with reference to specific language family/sub-group.

Unit I: Key empirical and theoretical issues
Unit II: Theoretical issues and essential findings
Unit III: Methodology for historical linguistic analysis (specific types and processes of diachronic changes; using historical resource materials)

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Suggested Readings:

The readings will be compiled from Journals and Historical Grammars and Handbooks:

Brian D. Joseph and Janda, Richard D.(Eds.), (2003). *The Handbook of Historical Linguistics.* Wiley Blackwell. ISBN 0631195718, 9780631195719

Mehendale, Madhukar Anant (1948). *Historical grammar of inscriptional Prakrits*. Pune: Deccan College, Postgraduate and Research Institute. Also Available from https://archive.org/details/in.ernet.dli.2015.65282/page/n1

Tagare, Ganesh Vasudev (1949/1987). Historical Grammar of Apabhramsa. . Pune: Deccan College, Postgraduate and Research Institute. (Republished from Delhi: Motilal Banarasi Das).

TEACHING PLAN and ASSESSMENT

The teaching will be done as per the following sequence of units equally divided across weeks:

Unit No.	Weeks	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	4	Conceptual Knowledge	Lectures and demonstrations and things to do	Assignments
2.	4	Theoretical disciplinary knowledge	Lectures and demonstrations and things to do	Assignments, research project
3.	4	Methodological and analytical knowledge	Lectures and demonstrations and things to do	Assignments, research project, Presentation of research & submission of reports
		Students should be able to extend the classroom knowledge to their own language and language family and produce historical analysis of select aspects of their languages.		

MALING023: Computational Linguistics-II

Course Objectives:

This course provides advanced knowledge in the area of computational Linguistics. The course combines resources from linguistics and computer science to understand how human language works. It is highly interdisciplinary in nature and students can extend computational tools to any area of Linguistics: syntax, semantics, morphology, phonetics,

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sociolinguistics, psycholinguistics, and cognitive models; corpus linguistics, and more: machine learning, applied text analysis, grounded models of meaning, data-intensive computing for text analysis, and information retrieval etc.).

Learning Outcomes:
Students will be able to appreciate and understand how language works by bringing in in tools and resources from computer science;
Understand natural language processing systems: knowledge of tools for tasks such as machine translation, speech recognition, speech synthesis, information extraction from text, grammar checking, text mining etc.
Knowledge of models in cognitive science, and applications.

Contents:
This course builds on Computational Linguistics-I and introduces advanced topics in computational linguistics. Topics may include: inference methods, algorithmic language-processing methods, information extraction, information retrieval, question-answering systems, voice portals, language recognition and speech synthesis, induction, acquisition and formal representation of linguistic resources.

Depending on the topics chosen the details of units will be worked out:

Unit 1: Introduction to key concepts, issues
Unit 2: Theoretical knowledge of the discipline, Tools etc.
Unit 3: Application

TEACHING PLAN and ASSESSMENT
The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes divided between units.

Unit	Weeks	Course Learning Outcomes	Teaching and Learning Activity	Assessment of Tasks
1	4	Conceptual knowledge	Lectures and demonstrations	Assignments
2	4	Theoretical knowledge and key findings	Lectures + problem solving + programming	Assignments and projects
3	4	Practical knowledge: how to do things	Lectures + problem solving	Assignments and projects

Suggested Readings:
- Bishop, C.M. (2006). *Pattern recognition and machine learning*. Springer.
- Clark, Alex, Fox, Chris, & Lappin, Shalom (Eds.). (2010). *The handbook of computational linguistics and natural language processing*. Wiley-Blackwell.

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- Manning, Christopher D., & Schütze, Hinrich (1999). *Foundations of statistical natural language processing*. Cambridge, MA: The MIT Press.

MALING024: Second Language Learning and Acquisition-II

Course Objectives:
The primary objective of the course is to provide advanced knowledge on specific issues in the area of second language learning as it relates to other relevant areas. This course is highly interdisciplinary in nature.

Course Learning Outcomes:
Students will have better understanding of various issues relating to language learning; factors that constrain or facilitate language learning; and methods and tools for conducting research on language learning.

Contents:
This course will provide advanced knowledge in the area with a critical appraisal of various theories and practices in the field. A primary focus is on instructed as well as natural bilingual settings with a focus on Asian and Indian settings.

Unit 1: Introduction to key concepts, issues, theoretical debates
Unit 2: Theoretical knowledge of the discipline: case studies and research findings.
Unit 3: Application of knowledge for investigating a specific research issue

Suggested Readings:

Readings will be compiled from various key Journals and Handbooks.

Robinson, Peter (2008). Handbook of cognitive Linguistics and second language acquisition. New York: Routledge.

Doughty , Catherine J. and Long Michael H. (Eds.) (2003). Wiley Blackwell.

Herschensohn, Julia and Young-Scholten, Martha (2018). *The Cambridge handbook of second language acquisition*. Cambridge : Cambridge University Press.

TEACHING PLAN and ASSESSMENT
The teaching will be done as per the above-mentioned sequence of units and corresponding number of classes divided between units.

Unit	Weeks	Course Learning Outcomes	Teaching and Learning Activity	Assessment of Tasks

1	4	Conceptual knowledge	Lectures and demonstrations	Assignments
2	4	Theoretical knowledge and key findings	Pre-reading and discussion	Assignments and projects
3	4	Practical knowledge: how to do things	Lectures and discussion	Presentation and projects

MALING025: First Language Acquisition-II

Course Objectives:

The course provides advanced knowledge in the area of first language acquisition and how it relates to other areas of research.

Course Learning Outcomes:

Students will have understanding of how language is acquired, its mechanisms, processes and stages, variation among learners etc.

Practical knowledge of how to conduct research first language acquisition

Description of the Course Contents:

This course will build upon the introductory course and will bring in specialized topics relating to processes of acquiring of the first language in various settings, acquisition of specific structures and constraints from both empirical and experimental perspectives. The course will cover comprehensive knowledge on how and when various specific properties/ structures of languages are acquired over a period of time. The course also introduces students to the research methodology or data elicitation, experimentation and analysis.

Unit I: Fundamental Concepts and Issues

Unit II: Theoretical and contentious issues, Overview of the key findings

Unit III: Research Methodology and analysis of language acquisition data

Suggested Readings:

To be compiled from various Journals depending on the content coverage.

TEACHING PLAN and ASSESSMENT

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Deeper knowledge of the key concepts	Lectures and discussion	Assignments and presentations
2.	Deeper knowledge of the	Pre-reading and	Assignments and presentations

	specific findings in key areas across research literature	discussion	
3.	Research projects and Discussion	Presentation of research findings and discussion	Assignments and presentations

MALING026: Open Course-II

Course Objectives:

This course provides an opportunity to offer a course in an area not covered above, in emerging trends or an area in which the department lacks expertise. It makes it possible to take advantage of the expertise of visiting/invited faculty.

Course Learning Outcomes:

Contingent upon the course content but geared towards a thorough understanding and facility in a specific topic.

Contents:

As per the course content decided on the basis of the current topics, student interests, and faculty availability.

Suggested Readings:

Contingent upon Course Content as decided.

Teaching Plan:

As per the course content decided on the basis of the current topics, student interests, faculty availability.

MALING027: Phonetics-Seminar-I

Course Objectives:

The primary objective of this course is to provide comprehensive knowledge in a specific area of Phonetics/ theoretical issues in Phonetics and as they related to other specific areas/ a specific phonetic phenomenon in a specific or a group of languages etc.

Course Learning Outcomes:

Apart from acquiring specialized knowledge, students will be able to think independently and critically; ability to execute research and write term paper.

Description of the Course Contents:

The course will provide a critical appraisal of various developments in the field with reference on a select set of sounds and phonetic properties/ phonetic phenomenon and with respect to other related areas of research (bilingualisms, language acquisition, language change, dialects

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etc). The

Units will be contingent on the nature of the themes selected. These topics would vary from time to time.

Suggested Readings:
Reading list will be prepared according to the theme of the Seminar.

TEACHING PLAN and ASSESSMENT
Contingent upon the course content selected by available faculty and student interest, but geared towards thorough understanding and facility in a specific theme.

MALING028: Phonology-Seminar-I

Course Objectives:
The course aims to provide deeper knowledge on a specific topic, theme, Phonology of a particular language; a specific phonological phenomena across languages etc.

Course Learning Outcomes:
Students will develop specialized knowledge of the discipline, be able to think independently and in a focused manner, be able to carry out research and write a term paper.

Description of the Course Contents:
This course will focus in greater detail on a particular phonological topic; for example, it could involve a detailed study of the tonal patterns found in the world's languages or a detailed study of various kinds of phonological phenomena. The contents will be contingent on the nature of the themes selected.

Suggested Readings:
Reading list will be prepared according to the theme of the Seminar.

TEACHING PLAN and ASSESSMENT
Contingent upon the course content selected by available faculty and student interest, but geared towards thorough understanding and facility in a specific theme.

MALING029: Morphology-Seminar-I

Course Objectives:
This seminar will introduce students to an advanced topic of Morphology and train students to analyse data from their own language. At the end of the course, students should understand the difference between various theories of Morphology covered in the course,

Course Learning Outcomes:
Contingent upon the course content selected by available faculty and student interest but

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geared towards a thorough understanding and facility in a specific topic.

Description of the Course Contents:
This seminar will introduce students to an advanced topic of Morphology (as, for example those listed below) and train students to analyse data from their own language. The course may discuss topics such as Lexicalist versus Non-lexicalist theories of Morphology, Morphosyntactic Heads, Multiple Affixation, and current models of Morphology and/or any other.

Teaching Plan:
As per the course content decided on the basis of the topics selected, student interests, faculty availability.

Suggested Readings:
Reading list will be prepared according to the theme of the Seminar. Most readings would be drawn from the Journals.

MALING030: Syntax-Seminar-I

Course Objectives:
This seminar course is specially designed for students trained in Minimalism and will introduce them to advanced theories in Minimalism. The course is structured so that after successful completion of the course, the students should be able to:
- understand the models of Minimalist Inquiries, Derivation by Phase, and Beyond Explanatory Adequacy,
- understand The Phase theory,
- understand the mechanism of Agree and its various manifestations,
- understand the problems of projection and its extension.

Course Learning Outcomes:
Contingent upon the course content selected by available faculty and student interest but geared towards a thorough understanding and facility with a specific topic.

Description of the Course Contents:
Introduction to the models of Minimalist Inquiries, Derivation by Phase, Beyond Explanatory Adequacy; introduction to The Phase theory; Agree and its various manifestations; Problems of projection and its extension.

TEACHING PLAN and ASSESSMENT
As per the course content decided on the basis of the topics selected, student interests, and faculty availability.

Suggested Readings:
- Anagnostopoulou, Elena (2005). Strong and weak person restrictions: A feature checking analysis. In Lorie Heggie, & Francisco Ordóñez (Eds.), *Clitic and affix*

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combinations: theoretical perspectives (pp. 199–235). [Linguistik Aktuell/Linguistics Today 74].

- Béjar, Susan, & Rezac, Milan (2009). Cyclic Agree. *Linguistic Inquiry*, 40(1), 35-73.

- Bhattacharya, Tanmoy (2016). Inner/outer politeness in Central Māgadhan Prākrit Languages: Agree as labeling, *Linguistics Analysis*, 40 (3-4), 297-336.

- Bobaljik, Jonathan David (2008). Where's phi? Agreement as a postsyntactic operation. In Daniel Harbour, David Adger, & Susana Béjar (Eds.), *Phi-theory: Phi-features across modules and interfaces* (pp. 295-328). Oxford: Oxford University Press.

- Cecchetto, Carlo, & Donati, Caterina (2010). On labeling: Principle C and head movement. *Syntax* 13, 241-278.

- Chomsky, Noam (2000). Minimalist Inquiries: The Framework. In Robert Martin, David Michaels, & Juan Uriagereka (Eds.), *Step by step: Essays in minimalist syntax in honor of Howard Lasnik* (pp. 89-155). Cambridge, MA: The MIT Press.

- Chomsky, Noam (2001). Derivation by phase. In M. Kenstowicz (Ed.), *Ken Hale: A life in languages* (pp.1-52). Cambridge, MA: MIT Press.

- Chomsky, Noam (2002). An interview on minimalism. In A. Belletti, & L. Rizzi (Eds.), *On nature and language* (pp. 92-161). Cambridge: Cambridge University Press.

- Chomsky, Noam (2004). Beyond explanatory adequacy. In A. Belletti (Ed.), *Structures and beyond: The cartography of syntactic structures* (Vol. 3, pp. 104-131).Oxford: Oxford University Press.

- Chomsky, Noam (2005). Three factors in language design. *Linguistics Inquiry,* 36(1), 1-22.

- Chomsky, Noam (2006). On phases. In Robert Freidin, Carlos Otero, & Maria-Luisa Zubizaretta (Eds.), *Foundational issues in linguistic theory*. Cambridge, MA: MIT Press.
- Chomsky, Noam (2007). Approaching UG from below. In Uli Sauerland, & Hans-Martin Gartner (Eds.), *Interfaces + recursion = Language? Chomsky's minimalism and the view from syntax-semantics* (pp. 1-29). Berlin; New York: Mouton de Gruyter.

- Chomsky, Noam (2010). Poverty of stimulus: Unfinished business. (Transcript of talk). Mainz University.

- Chomsky, Noam (2013). Problems of projection. *Lingua* 130, 33-49.

- Collins, Chris (2002). Eliminating labels. In Samuel David Epstein, & T. Daniel Seely (Eds.), *Derivation and explanation in the minimalist program* (pp. 42-64). Oxford: Blackwell Publishers.

- Fox, Danny, & Pesetsky, David (2005). Cyclic linearization of syntactic structure. *Theoretical Linguistics,* 31, 1-46.
- Gallego, Ángel. J. (2010). *Phase theory*. Amsterdam: John Bejamins. (Chapters 1-2).

- Legate, Julie Anne (2005). Phases and cyclic agreement. In Martha McGinnis & Norvin Richards (Eds.), *Perspectives on phases*, *MIT Working Papers in Linguistics* (pp. 147–156). Cambridge, MA: MIT Working Papers in Linguistics.

- Simpson, Andrew, & Bhattacharya, Tanmoy (2003). Obligatory overt Wh-movement in a Wh-in-situ Language (jointly with Andrew Simpson), *Linguistic Inquiry* 34(1), 127-142.

MALING031: Sociolinguistics-Seminar-I

Course Objectives: Deeper knowledge in a specific area such as Urbanization and language variation, Languages in Contact; Change in Progress; Language and Gender; Sociohistorical Linguistics, Computational Sociolinguistics, Quantitative variation analysis; variation in sign language, Dialect geography etc.

Course Learning Outcomes:
Ability to think independently and critically; ability to execute research and write term paper.

Description of the Course Contents:
Depending on the theme selected

Suggested Readings:
Reading list will be prepared according to the theme of the Seminar. Most readings would be drawn from the Journals.

TEACHING PLAN and ASSESSMENT
Contingent upon the course content selected by available faculty and student interest, but geared towards thorough understanding and facility in a specific theme.

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Deeper knowledge of the key concepts	Lectures and discussion	Assignments and presentations
2.	Deeper knowledge of the specific findings in key areas across research literature (Overview of specific findings)	Pre-reading and discussion	Assignments and presentations

3.	Research projects and Discussion	Presentation of research findings and discussion	Assignments and presentations

MALING032: Computational Linguistics-Seminar-I

Course Objectives:
The course takes several topics of current research interest in computational linguistics, and studies them in depth.

Course Learning Outcomes:
Contingent upon the course content selected by available faculty and student interest, but geared towards thorough understanding and facility in a specific topic.

Contents:
Some of the topics may include natural language computing, discrete mathematical models of sentence structure, spoken language processing, natural language semantics, and the computational lexicon.

Suggested Readings:
As per the course content decided on the basis of topics selected, student interests, and faculty availability.

TEACHING PLAN and ASSESSMENT
As per the course content decided on the basis of topics selected, student interests, and faculty availability.

MALING033: Semantics-Seminar-I

Course Objectives:
This course provides deeper knowledge in a specific area. For instance, it may focus on the study of one semantically crucial topic, such as, presupposition. It may raise questions about the nature of semantic representations and the division of labour between semantics and pragmatics. Topics may include:
- satisfaction theory,
- trivalency,
- presupposition of quantified expressions,
- E-type anaphora and presupposition,
- presupposition triggering.

Course Learning Outcomes:
Contingent upon the course content selected by available faculty and student interest but geared towards thorough understanding and facility in a specific topic.

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Description of the Course Contents:

This course is focussed on the study of one semantically crucial topic, namely, presupposition. Presupposition shows up in various grammatical phenomena, and is also a basic notion in analytic philosophy and formal semantics. It raises questions about the nature of semantic representations and the division of labour between semantics and pragmatics. Topics may include: Satisfaction theory, trivalency, presupposition of quantified expressions, E-type anaphora and presupposition and presupposition triggering.

Suggested Readings:

- Abrusán, M. (2011). Predicting the presuppositions of soft triggers. *Linguistics and Philosophy*, 34(6), 491-535.
- Beaver, David I. (2001). Multivalence and partiality. In *Presupposition and assertion in dynamic semantics*. CSLI Publications. (Chapter 2)
- Beaver, David. I., & Geurts, Bart (2014). Presupposition. In Edward N. Zalta (Ed.), *Stanford encyclopedia of philosophy*. Available from https://plato.stanford.edu/archives/win2014/entries/presupposition
- Chemla, E. (2009). Presuppositions of quantified sentences: Experimental data. *Natural Language Semantics*, 17(4), 299-340.
- Heim, I. (1983). On the projection problem for presuppositions. *Proceedings of WCCFL 2*, 114-125.
- Heim, I. (1990). E-type pronouns and donkey anaphora. *Linguistics and Philosophy*, 13(2), 137-177.
- Kadmon, N. (1990). *Formal Pragmatics*. (Chapters 5, 6)

TEACHING PLAN and ASSESSMENT

To be decided based on the actual Theme/ topic of the Seminar by the concerned teacher.

MALING034: Open Linguistics-Seminar-I

Course Objectives:

This course provides an opportunity to offer a course in an area already covered above, but in much more detail, for students wishing to specialise in that particular area. The course assumes a basic background in the relevant specialisation.

Course Learning Outcomes:

Contingent upon the course content but geared towards thorough understanding and facility in a specific topic.

Description of the Course Contents:

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As per the course content decided on the basis of the current topics, student interests, and faculty availability.

Suggested Readings:
Contingent upon Course Content as decided.

TEACHING PLAN and ASSESSMENT
As per the course content decided on the basis of the current topics, student interests, and faculty availability.

MALING035: Phonetics-Seminar-II

Course Objectives:
The course provides deeper knowledge on specific themes such as relating to production and perception of speech, perceptual salience of key acoustic properties in specific areas.

Course Learning Outcomes:
 Deeper conceptual and theoretical understanding in specific areas

Description of the Course Contents:
The course provides deeper knowledge on specific themes such as relating to production and perception of speech, perceptual salience of key acoustic properties in specific areas.

Suggested Readings:
As per the course content decided on the basis of the topics selected, student interests, and faculty availability.

TEACHING PLAN and ASSESSMENT
To be developed as per the theme of the course

MALING036: Phonology-Seminar-II

Course Objectives:
The course allows one to provide deeper knowledge on specific areas of research. The focus would be extending theoretical knowledge to address specific phonological issues arising from specific case studies/ languages.

Course Learning Outcomes:
Contingent upon the course content selected by available faculty and student interest but geared towards a thorough understanding and facility with a specific topic and /or theory.

Contents:

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This course will focus in greater detail on a particular phonological topic; for example, it could involve a detailed study of the tonal patterns found in the world's languages or a detailed study of various kinds of specific phonological phenomena etc. The course may be theory driven or may be both theoretical and empirical.

Suggested Readings:
As per the course content decided on the basis of the topics selected, student interests, and faculty availability.

TEACHING PLAN and ASSESSMENT
As per the course content decided on the basis of the topics selected, student interests, and faculty availability

MALING037: Morphology-Seminar-II

Course Objectives:
This course builds on Morphology seminar-I and encourages students to explore issues and challenges at an advanced level in the analysis of word. It may emphasize on: introduction to formal and functional models; and the description and analysis of complex morphological and syntactic issues using the above models

Course Learning Outcomes:
Contingent upon the course content selected by available faculty and student interest but geared towards a thorough understanding and facility with a specific topic.

Contents:
This course builds on Morphology seminar-I and encourages students to explores issues and challenges at an advanced level in the analysis of word. It also introduces a range of formal and functional models developed for the description and analysis of complex morphological and syntactic issues.

Suggested Readings:
As per the course content decided on the basis of the topics selected, student interests, and faculty availability.

Teaching Plan:
As per the course content decided on the basis of the topics selected, student interests, and faculty availability.

MALING038: Syntax-Seminar-II

Course Objectives:

This course is based on the conviction that syntactic variation is not arbitrary and is predictable from a theoretical point of view. It is oriented towards making sense of syntactic variation within the system of grammar. Although several sociolinguistic factors may be responsible for variation, here the focus of investigation will be the syntactic factors responsible for variation. As such, after completing this course, students should be able to:

- understand the place and characters of syntactic variation,
- understand different types of variation,
- understand theoretical models of syntactic variation, such as Exo-skeletal, Combinatorial, etc.,
- understand macro vs. micro levels of variation with respect to doubling and language mixing.

Course Learning Outcomes:

Contingent upon the course content selected by available faculty and student interest, but geared towards thorough understanding and facility in a specific topic.

Contents:

The course deals with topics in (morpho-)syntactic variability: inter- vs intra-personal variation; the role of functional categories in encoding variation; variation at and between the linguistic levels of phonology, morphology, syntax; introduction to combinatorial variability; introduction to the Exo-Skeletal model; topics in micro-and-macro-comparative methods; doubling and syntactic variation; language mixing and syntactic variation.

Suggested Readings:

- Adger, David. 2006. Combinatorial Variability. *Journal of Linguistics* 42 (2006), 503–530.
- Adger, David. 2010. Variability and grammatical architecture. Available at lingBuzz/001176.
- Baker, Mark C. 2008. The Macroparameter in a Microparametric World.
- Adger, David (2006). Combinatorial variability. *Journal of Linguistics,* 42 (3), 503–530.
- Adger, David (2010). Variability and grammatical architecture. Available at lingBuzz/001176.
- Baker, Mark C. (2008). The macroparameter in a microparametric world. In Theresa Biberauer (Ed.), *The limits of syntactic variation* (pp. 351–373).[Linguistik Aktuell/Linguistic Today].
- Barbiers, Sjef (2008). An Introduction. In Sjef Barbiers, O. Koeneman, Marika Lekakou, Maria van der Ham (Eds.), *Microvariation in syntactic doubling*. Emerald Group Publishing Limited, UK.
- Barbiers, Sjef (2013). Microsyntactic variation. In Marcel den Dikken (Ed.), *Cambridge handbook of generative syntax*. Cambridge: Cambridge University Press.
- Barbiers, Sjef (2014). Syntactic doubling and deletion as a source of variation. In M. Carme Picallo (Ed.), *Linguistic variation in the minimalist framework*. Oxford University Press.

- Borer, Hagit (2005). *In Name Only (Structuring sense volume 1)*. UK: Oxford University Press. (Chapter 1-2).
- Borer, Hagit (2013). In *Taking form (Structuring sense volume 3)*. UK: Oxford University Press. (Chapter 1)

- Chomsky, Noam (2006). Approaching UG from below. In H.-M. Gartner & U. Sauerland (Eds.), *Interfaces + Recursion = Language?* Chomsky's Minimalism and the view from syntax-semantics (pp. 1-30). Berlin: De Gruyter.
- Riksem, Britta R. (2018). Language mixing in American Norwegian noun phrases. *Journal of Language Contact*, 11 (3), 481-524.
- Riksem, Britta R., Grimstad, Maren B., Lohndal, Terje, & Åfarli, Tor A. (2019). Language mixing within verbs and nouns in American Norwegian. *Journal of Comparative Germanic Syntax*.
- Grimstad, Maren B., Riksem, Brita R., Lohndal, Terje, & Åfarli, Tor A. (2018). Lexicalist vs. exoskeletal approaches to language mixing. *The Linguistic Review*, 35 (2), 187-218.
- Richards, Marc (2008). Two kinds of variation in a minimalist system. In Fabian Heck, Gereon Muller, & Jochen Trommer (Eds.), *Varieties of competition* (pp. 133-162). *Linguistische Arbeits Berichte* 87, Universitat Leipzig.

TEACHING PLAN and ASSESSMENT
As per the course content decided on the basis of the topics selected, student interests, faculty availability.

MALING039: Sociolinguistics-Seminar-II

Course Objectives:
Contingent upon the course content selected by available faculty and student interest, but geared towards thorough understanding and facility in a specific theme.

Course Learning Outcomes:
Ability to think independently and critically; ability to execute research and write term paper

Contents:
Like Sociolinguistic Seminar I, this course will focus exclusively on a specific area such as urbanization and its impact on language variation and change/ dialect geography/ language contact/ language and gender/ sociohistorical linguistics with a focus on Asia-Pacific. This course underlines the fact that speech communities are highly diverse and vary in terms of their histories and in terms of their social and cultural composition, which impact the relationship among languages.

Units will be contingent on the nature of the themes selected

Suggested Readings:
Reading list will be prepared according to the theme of the Seminar.

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TEACHING PLAN and ASSESSMENT

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Deeper knowledge of the key concepts	Lectures and discussion	Assignments and presentations
2.	Deeper knowledge of the specific findings in key areas across research literature	Pre-reading and discussion	Assignments and presentations
3.	Research projects and Discussion	Presentation of research findings and discussion	Assignments and presentations

MALING040: Computational Linguistics-Seminar-II

Course Objectives:
This course builds on Computational Linguistics-I and is a project based course, in which advanced students may be taught progamming in Python, basic operations in variables, numbers, strings, arrays, dictionaries, conditionals, iteration, and the NLTK (Natural Language Toolkit).

Course Learning Outcomes:
Contingent upon the course content selected by available faculty and student interest, but geared towards thorough understanding and facility in a specific topic.

Contents:
Computational Linguistics-Seminar - II: This course builds on Computational Linguistics-I and is a project-based course, in which advanced students are taught progamming in Python, including Variables, numbers, strings, arrays, dictionaries, conditionals, iteration, and the NLTK (Natural Language Toolkit).

Suggested Readings:
As per the course content decided on the basis of the topics selected, student interests, and faculty availability.

Teaching Plan:
As per the course content decided on the basis of the topics selected, student interests, and faculty availability.

MALING041: Semantics-Seminar-II

Course Objectives:

This course will cover the semantics (and syntax) of categories such as 'singular', 'plural', 'dual', *etc.* across languages. It will emerge from discussions of:

- pluractionality ('verbal number'),
- distributive operators (such as 'each'),
- reciprocals (such as 'each other').

Course Learning Outcomes:

Contingent upon the course content selected by available faculty and student interest, but geared towards a thorough understanding and facility in a specific topic.

Contents:

This course acts as a bridge between the introductory semantics courses and the more advanced semantics seminars. A specific subject is covered in more depth and the discussion is paced at an appropriate level for students. The subject of this seminar will be Number: it will cover the semantics (and a bit of the syntax) of categories such as 'singular', 'plural', 'dual', *etc.* across languages. It will spin out from this core area into the related subjects of (i) pluractionality ('verbal number'), (ii) distributive operators (such as 'each'), and (iii) reciprocals (such as 'each other').

Suggested Readings:

- Lasersohn, Peter (2011). Mass nouns and plurals. In Maienborn, Claudia, von Heusinger, Klaus, & Portner, Paul (Eds.), *Semantics: An international handbook of natural language meaning.* New York: Mouton de Gruyter.
- Link, Godehard (1998). *Algebraic semantics in language and philosophy.* Stanford: CSLI Publications. (Chapter 1, 4, and 7)
- Sauerland, Uli (2003). A new semantics for number. In *The Proceedings of Semantics and Linguistic Theory (SALT 13)*. Ithaca, NY: CLC Publications.
- Sauerland, U., Anderssen, J., & Yatsushiro, K. (2005). The plural is semantically unmarked. In Stephan Kepser, & Marga Reis (Eds.)*, Linguistic evidence: Empirical, theoretical and computational perspectives*. New York: Mouton de Gruyter.

Teaching Plan:

As per the course content decided on the basis of the topics selected, student interests, faculty availability.

MALING042: Open Linguistics-Seminar-II

Course Objectives:

This course provides an opportunity to offer a course in an area not covered above, such as emerging trends or an area in which the department lacks expertise. This makes it possible to take advantage of the expertise of visiting/invited faculty.

Course Learning Outcomes:

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Contingent upon the course content but geared towards thorough understanding and facility in a specific topic.

Contents:

As per the course content decided on the basis of the current topics, student interests, and faculty availability.

Suggested Readings:

Contingent upon Course Content as decided.

Teaching Plan:

As per the course content decided on the basis of the current topics, student interests, and faculty availability.

MALING043: Introduction to Language Analysis-I

Course Objectives:

This course provides a basic-level overview of some of the core branches of linguistics with a view towards giving students an introductory idea about the domain of language in general. One may also chose to focus on a specific language or subgroup of languages, a region or a specific linguistic feature etc. depending on the kind of students enrolled into the course. Topics may include:

- language as a system of signs,
- basic notions of structure,
- basic notions of grammar,
- language in the social domain,
- language change and language contact.

Course Learning Outcomes:

Contingent upon the course content selected by available faculty and student interest but geared towards thorough understanding and facility in a specific topic.

Contents:

Topics to be covered include, but are not restricted to: Language as a human faculty and its differences from animal systems of communication, language in relation to communication theory, language as a system of signs, signifier and signified, syntagmatic and paradigmatic relations, langue and parole, synchrony and diachrony in the study of language. Basic notions of *phrase*, *clause*, and *sentence*. Identification of syntactic constituents (basic notion). Tense, aspect, mood, cases and thematic roles (basic notions). Introduction to language in the social domain, preliminary notions of language change and language contact.

Suggested Readings:

- Akmajian, Adrian, Demers, Richard A., Farmer, Anne K., & Harnish, Robert M. (2009), *Linguistics: An introduction to language and communication* (5th ed.). New Delhi: PHI Learning.
- Pinker, Steven (1994/2007). *The language instinct: How the mind creates language*. New York: Harper Perennial Modern Classics.

Teaching Plan:

As per the course content decided on the basis of the topics selected, student interests, and faculty availability.

MALING044: Any course offered during 2ⁿᵈ and 4ᵗʰ semesters

Course Objectives:

This course provides an opportunity to students to opt for any course offered in the 2ⁿᵈ/ 4ᵗʰ semester to make up the required number of credits.

Course Learning Outcomes:

Contingent upon the course content but geared towards thorough understanding and facility in a specific topic.

Contents:

As per the course content decided on the basis of the current topics, student interests, and faculty availability.

Suggested Readings:

Contingent upon Course Content as decided.

Teaching Plan:

As per the course content decided on the basis of the current topics, student interests, and faculty availability.