



# **TRIPURA UNIVERSITY**

**(A CENTRAL UNIVERSITY)**

**Suryamaninagar-799022, Tripura**

**SYLLABUS OF M.A.  
IN  
LINGUISTICS AND TRIBAL LANGUAGES**

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**DEPARTMENT OF LINGUISTICS & TRIBAL LANGUAGES  
FACULTY OF ARTS AND COMMERCE  
TRIPURA UNIVERSITY  
SURYAMANINAGAR  
TRIPURA-799022**

## **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

The goal of the M.A. Linguistics programme is to enable students to have a fundamental understanding of the basic nature, branches and history of language and to promote linguistic inquiry. It also aims to enable the students to understand and use methods of logical analysis in analyzing data from a wide variety of languages and dialects. The students who complete M.A. Linguistics programme are expected to accomplish the following objectives:	
PEO1	Grasp the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors.
PEO2	Understand the concepts and theories of linguistic structure, and patterns of language use.
PEO3	Understand the processes of language change and variation, the role of language in reflecting and constructing social identities, and the distinctive properties of human language.
PEO4	Are able to collect, organize and analyze linguistic data from diverse languages, to form hypotheses about language structure/use and to test those hypotheses against new data.
PEO5	Are ready for significant scholarly participation in the field of linguistics.
PEO6	Lexicographers, translators, research associate of language documentation and research, Language analyst, psycholinguist, engineers in NLP, Forensic linguist and Accent trainer.
PEO7	Writing and editing jobs at Mass media, professional and technical communications, Machine Learning Engineer, Computational Linguist and Data Scientist.
PEO8	Broadcaster, News Reader, Interpreter, Language editors, Copy writer and Content writer.
PEO9	Language editing and processing in Digital Humanities.
PEO10	Higher Studies and Research at Indian and Foreign Universities.

## **PROGRAMME OUTCOMES (POs)**

On successful completion of the M.A. Linguistics programme	
PO1	Students will gain an advanced knowledge of the core areas of linguistics, such as phonetics, phonology, morphology, syntax, semantics and sociolinguistics; applied linguistics, such as translation, lexicography and language teaching etc.
PO2	Grasp the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors.
PO3	Understand the concepts and theories of linguistic structure, and patterns of language use.
PO4	Understand the processes of language change and variation, the role of language in reflecting and constructing social identities, and the distinctive properties of human language.
PO5	Students can apply their linguistic knowledge to enhance their writing activities and also to improve their understanding on psycho-socio skills in inter and intra lingual communicative contexts.
PO6	Integrate relevant knowledge to establish a foundation for advanced researches in indigenous languages and people.
PO7	Students can employ their linguistic knowledge and skills in teaching, training and linguistics researches at further studies.
PO8	Understand the technical vocabulary and theoretical tools of the field, necessary to read published linguistic research.
PO9	Develop awareness of the nature of language and its role in human society.
PO10	Apply knowledge and understanding of linguistic diversity and variability within and across societies.

## CURRICULUM STRUCTURE

### M.A. in LINGUISTICS AND TRIBAL LANGUAGES

Total Core (C) Credits:68, Total Elective (E) Credits:12, Total Credits: 80

<b>FIRST (1st) SEMESTER: 500 Marks (5 Core Courses = 20 Credits)</b>								
Sl No	Course Code	Name of Course	Credit Distribution			Total credit	Marks	Remarks
			L	T	P			
1	LTL 701C	Introduction to Linguistics	4	0	0	4	100	Core Course
2	LTL 702C	Phonetics and Phonology	4	0	0	4	100	Core Course
3	LTL 703C	Morphology	4	0	0	4	100	Core Course
4	LTL 704C	Syntax I	4	0	0	4	100	Core Course
5	LTL 705C	Languages of North East India	4	0	0	4	100	Core Course
<b>SUB TOTAL</b>			<b>20</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>500</b>	
<b>SECOND (2<sup>nd</sup>) SEMESTER: Marks: 600 (CC = 16 Credits; EC = 4 Credits)</b>								
6	LTL 801C	Semantics	4	0	0	4	100	Core Course
7	LTL 802C	Sociolinguistics	4	0	0	4	100	Core Course
8	LTL 803C	Historical Linguistics	4	0	0	4	100	Core Course
9	LTL 804C	Translation	4	0	0	4	100	Core Course
10	LTL 805E	Language and Society	4	0	0	4	100	Elective Course
<b>SUB TOTAL</b>			<b>20</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>500</b>	
<b>THIRD (3<sup>rd</sup>) SEMESTER: 500 Marks (CC = 16 Credits; EC = 4 Credits)</b>								
12	LTL 901C	Generative Phonology	4	0	0	4	100	Core Course
13	LTL 902C	Syntax II	4	0	0	4	100	Core Course
14	LTL 903C	Lexicography	4	0	0	4	100	Core Course
15	LTL 904C	Psycholinguistics	4	0	0	4	100	Core Course
13	LTL 905E	Analysis of Endangered Languages	4	0	0	4	100	Elective Course
<b>SUB TOTAL</b>			<b>20</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>500</b>	
<b>FOURTH (4<sup>th</sup>) SEMESTER: 500 Marks (CC = 16 Credits; EC=4 Credits)</b>								

14	LTL 1001C	Language Typology and Linguistic Universals	4	0	0	4	100	Core Course
15	LTL 1002C	Structure of Tibeto-Burman Languages	4	0	0	4	100	Core Course
16	LTL 1003C	Field Linguistics	4	0	0	4	100	Core Course
17	LTL 1004C	Dissertation	4	0	0	4	100	Core Course
18	LTL 1005E	A Foundation Course in Phonetics	4	0	0	4	100	Elective Course
<b>SUB TOTAL</b>			<b>20</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>500</b>	
<b>AGGREGATE (Entire Duration of M.A.)</b>			<b>80</b>	<b>0</b>	<b>0</b>	<b>80</b>	<b>2000</b>	

\*L-Lecture hrs/week; T-Tutorial hrs/week; P-Project/Practical/Lab/All other non-classroom academic activities, etc. hrs/week; CC- Core Credit Points; EC- Elective Credit Points

MARKS DISTRIBUTION				Total Marks
Paper	Internal Marks		External Marks	
Papers (all semesters)	10 (assignment)	20 (class tests, paper presentation, etc.)	70 (semester Examination)	100 (30-Internal + 70- Semester exam)
Dissertation / Project Report (IV Semester)	30 Dissertation Presentation		70 Dissertation/Project Record	100 (30-presentation + 70 Dissertation/Project Record )

## LEARNING OUTCOMES

### M.A 1<sup>st</sup> Semester

Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
<b>LTL701C</b>	<b>Introduction to Linguistics</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>100</b>

**At the end of the course student will be able to:**

1. Understand general concepts of linguistics
2. Gain understanding of different levels of language structure
3. To be acquainted with different approaches to define language
4. Gain knowledge of history of linguistics
5. Learn the relationship between linguistics and other disciplines

**Course contents:**

**Language and Communication**

Definition and origin of language; features of language; language and communication; human and non-human communication; language, mind and society; written and spoken language; writing systems; language and dialect; branches of linguistics; scope of linguistics; linguistics as a science

**Study of Language**

Approaches to the study of language: prescriptive and descriptive approaches, synchronic and diachronic approaches, syntagmatic and paradigmatic relations; language, langue and parole, competence and performance, substance and form

**History of Linguistics**

History of linguistics - pre-structuralist period: old Babylonian, Greek, Indian, Hebrew, Arabic, later European - structuralist period: European and American structuralism - poststructuralist period: Chomskyan and post-Chomskyan approaches

**Linguistics and other Disciplines**

Linguistics and related disciplines- anthropology, computer science, education, literature, philosophy, political science, psychology, sociology, neuro-science

**Recommended Books:**

Abbi, Anvita, 1996. *Languages of Tribal and Indigenous Peoples of India: The Ethnic space*, Motilal Banarsidass Publishers, New Delhi.

Aarts, B., and McMahon, A., (ed.), 2006. *The Handbook of English Linguistics*, Blackwell Publishing Ltd., USA.

Asher, R. (ed.), 1994. *Encyclopedia of Language and Linguistics*, Elsevier-Pargamon.

Bloomfield. L., 1933. *Language*, New York, Henry Holt. (Indian Edition, Delhi: Motilal).

Crystal, D., 2008. *A Dictionary of Linguistics and Phonetics*, Blackwell Publishing Ltd., USA.

Fasold, R. & J. Connor-Linton, 2006. *An introduction to language and linguistics*, Cambridge: Cambridge University Press.

Fromkin, V., and R. Rodman, 1974. *An Introduction to Language*. New York: Holt, Rinehart and Winston, (2nd Edition).

Hockett, C.F. 2006. *A course in Modern Linguistics*, Surjeet Publication, New Delhi.

Lyons, J., 1968. *Introduction to Theoretical Linguistics*, Cambridge (UK): Cambridge University Press.

Miri, Mrinal, (ed.), 2003. *Linguistics Situation in North-East India*, Concept Publishing Company: New Delhi.

Mishra, AK, Melissa Wahlang & Ch. Sarajubala (eds), 2013. *Studies in Linguistics of North-Eastern Languages*, New Delhi: Laklshi Publishers & Distributors.

Col. Ved Prakash, 2006. *Encyclopaedia of North-East India*, Atlantic: New Delhi.

Radford, A., Atkinson, M., Britain, D., and Spencer, 2009. A., *Linguistics: An Introduction*, Cambridge University Press, New York.

Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
<b>LTL702C</b>	<b>Phonetics and Phonology</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>100</b>

**At the end of the course student will be able to:**

1. Comprehend the central concepts in phonetics and phonology
2. Understand how sounds are produced, how they are transmitted, and how they are perceived (Phonetics)
3. Recognise the sounds of the IPA chart and the parameters along which sounds can vary
4. Describe sounds using appropriate terminology and symbolisation
5. Know the structure of the syllable and suprasegmental features
6. Establish phonological categories on the basis of contrast
7. Identify phonological process and formulate a rule

**Course contents:**

**Anatomy and Physiology of Speech Production**

Approaches to phonetics: articulatory, acoustic and auditory phonetics; speech organs and their function; airstream mechanisms, phonation, oral-nasal process; articulators and basic terms related to articulation

**Classification of Speech Sounds**

Vowels: articulatory classification and description; cardinal vowel system; semi-vowels; consonants: articulatory classification and description; complex articulations; transcription: IPA sounds and symbols; broad and narrow transcription

**Prosody and Suprasegmental Features**

Syllables and syllable division; syllable structure; maximal onset principle (MOP), sonority hierarchy; accent, stress, rhythm, pitch, tone, intonation

**Phonemic Organization and Phonological Approach**

Phone, phoneme, allophone; principles of phonemic analysis; distinctive features; approaches to phonology: structuralist phonology, generative phonology, autosegmental phonology; phonological alternations, processes and rules.

**Recommended Books:**

1. Abercrombie, D. 1967. *Elements of General Phonetics*. Edinburgh: Edinburgh University.
2. Catford, J.C. 1988. *A Practical Introduction to Phonetics*. Oxford: Oxford University Press.
3. Chomsky, N. & Halle, M. 1986. *The Sound Pattern of English*, New York: Harper and Row.
4. Clark, J. & Yallop, C. 1990. *An Introduction to Phonetics and Phonology*. Oxford, Basil Blackwell.
5. Hyman, Larry M. 1975. *Phonology: Theory and analysis*. N.Y.: Holt Rinehart and Winston.
6. Katamba, F. 1989. *An Introduction to Phonology*. Longman Group UK Limited.
7. Ladefoged, P. 2011. *A Course in Phonetics*. Keith Johnson University of California, Berkeley.
8. Ladefoged, P. 2001. *Vowels and consonants: An Introduction to the Sounds of the Languages of the World*. Oxford: Blackwell.
9. Ladefoged, P & Maddieson, I. 1996. *The Sounds of the World's Languages*. Oxford: Blackwell.
10. Lieberman, P. & Blumstein, S. 1988. *Speech Physiology, Speech Perception and Acoustic Phonetics*. Cambridge: Cambridge University Press.
11. Ogden, R. 2009. *An Introduction to English Phonetics*. Edinburgh University Press.

Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
LTL703C	Morphology	4	0	0	4	100

**At the end of the course student will be able to:**

1. Gain knowledge of the internal structure of words
2. Analyse the meaningful unit(s) of words
3. Understand morphological theories
4. Understand the word structure of their own language
5. Compare word structures among TB languages
6. Apply theoretical concepts to other language
7. Develop the performance and solve problems

## **Course contents:**

### **Morphemic analysis**

Morphemes, morphs, allomorphs; Classification of morphemes: free, bound, root, stem, affixes; Morphological process: word formation rules; Morphemes (Nida's Principle)

### **Morphophonemics**

The concept of morphophoneme, relation between phoneme and morpheme, Internal and external sandhi; Item and Arrangement, Item and Process and Word and Paradigm

### **Morphological constructions**

Inflection and derivation; Affixation and Compounding, types of compounds; Reduplication; Language classification: genetical and typological

### **Word forms and words**

Open and closed word; grammatical categories- tense, aspect, mood, case relations, person, number and gender; pronominalization, classifier

### **Recommended Books:**

- Adam, V. 1973. *An Introduction to Modern English word Formation*. Longman.
- Anderson, J. M. 1971. *The Grammar of Case*. Cambridge: CUP.
- Aronoff, Mark. 1976. *Word Formation in Generative Grammar*. Cambridge, Mass: MIT Press.
- Aronoff, M, and Kirsten Fudeman. 2010. *What is Morphology*. Oxford:Blackwell.
- Bauer, Laure. 1983. *English Word Formation*. Cambridge, University Press.
- Bauer, Laure. 1988. *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press.
- Bybee, J. 1985. *Morphology: A Study of the Relation between Meaning and Form*. Amsterdam: John Benjamins.
- Corbett, G. 1990. *Gender*. Cambridge: CUP.
- Dressler, Wolfgang. 1985. *Morphology*. Ann Arbor: Karoma Press.
- Hammond, M. and Noonan, M. (eds). 1988. *Theoretical Morphology: Approaches in Modern Linguistics*. Orlando: Academic Press.
- Hockett, Charles F. 1958. *A Course in Modern Linguistics*. New York: Macmillan.
- Jensen, J. 1990. *Morphology*. Amsterdam: John Benjamins.
- Matthews, P. 1972. *Inflectional Morphology*. Cambridge: CUP.
- Matthews, P. 1974. *Morphology*. Cambridge: CUP.
- Nida Eugena, 1949. *Morphology: The Descriptive Analysis of Words*. Ann Arbor: University of Michigan.
- Kattamba, F. 1993. *Morphology*. London: St. Martin's Prss.
- Plank, F. 1979. *Ergativity*. New York: Academic Press.
- Sloat, C. and Taylor, S. 1978. *The Structure of English Words*. Eugene, Oregon: Pacific Language Associates.
- Spencer, A. (1991). *Morphological Theory*. Oxford: Blackwell.



Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
LTL704C	Syntax I	4	0	0	4	100

**At the end of the course student will be able to:**

1. Understand the basic concepts involved in analysis of clause structures
2. Understand syntagmatic and paradigmatic relations in language
3. Provide immediate constituent analysis of clauses
4. Understand the basic concepts of Transformational Generative linguistics
5. Understand the basic concepts of functional and cognitive approaches to clause structure

**Course contents:**

**Basic Concepts**

Sentence types – simplex and complex; sentence types– active and passive; sentence types– transitivity; sentence types– declarative, exclamative, imperative, interrogative; ordination of sentences– coordination and subordination, parts of speech; grammatical relations; case; thematic roles

**Pre-Chomskyan Syntax**

Syntax in early grammatical traditions – western and eastern schools; historical-comparative method to Saussure; Structuralist syntax – syntagmatic and paradigmatic relations; American Structuralist syntax – immediate constituent analysis

**Chomskyan Syntax**

Brief history of the Chomskyan paradigm; Generative Grammar; Universal Grammar; kernel sentences; deep structure and surface structure; transformations and generations; movement; Logical Form and Phonological Form

**Post-Chomskyan Syntax**

Cognitive Linguistic theories – Cognitive Grammar, Construction Grammar, Radical Construction Grammar, Word Grammar; Systemic Functional Grammar; Role and Reference Grammar; Simpler Syntax; construction; figure and ground; image schema; metaphor

**Recommended Books:**

- Akmajian, Adrian, Richard A. Demers, Ann K. Farmer and Robert M. Harnish. 2010. *Linguistics: An Introduction to Language and Communication*. 6<sup>th</sup> Edition. Cambridge: MIT Press. (Chapter 5)
- Baker, Mark C. 2003. Syntax. *The Handbook of Linguistics*, ed. by Mark Aronoff and Janie Rees-Miller, pp 265-294. Oxford: Blackwell Publishers.
- Bloomfield, Leonard. 1973 [1933]. *Language*. London: George Allen and Unwin Ltd. (Chapters 11 and 12).
- Croft, William. 2007. Construction grammar. *Oxford Handbook of Cognitive Linguistics*, ed. by Dirk Geeraerts and Hubert Cuyckens, pp 463-508. Oxford: OUP.
- Culicover, Peter W. and Ray Jackendoff. 2006. The simpler syntax hypothesis. *Trends in*

*Cognitive Science*, 10.9: 413-418.

Givon, Talmy. 2001. *Syntax: An Introduction*, Vol. 1. Amsterdam: John Benjamins Publishing Company.

Halliday, M.A.K. A brief sketch of systemic grammar. *On Language and Linguistics: M.A.K. Halliday*, ed. by Jonathan Webster, 180-184. New York: Continnum.

Hockett, Charles F. 1958. *A Course in Modern Linguistics*. New Delhi: Oxford and IBH Publishing Co. (Chapter 17)

Langacker, Ronald. 2007. Cognitive grammar. *Oxford Handbook of Cognitive Linguistics*, ed. by Dirk Geeraerts and Hubert Cuyckens, pp 421-462. Oxford: OUP.

Robert D. Van Valin. *An Overview of Role and Reference Grammar*.  
[www.linguistics.buffalo.edu/people/faculty/vanvalin/vanvalin](http://www.linguistics.buffalo.edu/people/faculty/vanvalin/vanvalin). Online. Accessed on 10.10.2016.

Rowe, Bruce M. and Diane P. Levine. *A Concise Introduction to Linguistics*. 4<sup>th</sup> Edition. London and New York: Routledge. (Chapter 5)

Yule, George. 2010. *The Study of Language*. Cambridge: CUP. (Chapter 5)

Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
LTL705C	Languages of North-East India	4	0	0	4	100

**At the end of the course student will be able to:**

1. The students will learn various language families of India specifically the language families of North-East India
2. Gain knowledge on the linguistic profiles and linguistic situation in North-East India
3. Understand, evaluate and critically assess current models and theories of language contact, and issues of endangered languages
4. Critically assess and evaluate research on a specific language contact scenario
5. Describe issues related to measuring and defining bilingualism
6. Better understanding of the origin and role of orthography (that is, writing systems)
7. Research linguistic issues of interest in the region's languages

**Course contents:**

**Language families of India and North East India**

Sino-Tibetan Family, Austro-Asiatic Family, Indo-Aryan Family, Dravidian Family, Tai-Kadai Family, Andamanese Family

**Linguistic Profiles of North-East India**

Languages of Assam, Arunachal Pradesh, Sikkim, Tripura, Manipur, Meghalaya, Mizoram and Nagaland, North-East languages in the Indian Census reports

**Linguistic Ecology of North-East India**

Endangered languages of the North East, language contact situations, language shift, bilingualism, writing systems of North East languages

### Characteristics of Language Families

Phonetic processes and phonological systems, tonal patterns, word order, morpho-syntax, areal features

### Recommended Books:

1. Benedict, Paul. K. 1972. *Sino-Tibetan: A Conspectus*. Cambridge University Press.
2. Baruah, P.N. Dutta. 1997. *Languages of the North East*. CIIL: Mysore.
3. Burling, Robbins. 2003. The Tibeto-Burman Languages of Northeastern India in Graham Thurgood and Rady J. LaPolla. (eds.). *The Sino-Tibetan Languages*. London: Routledge. Cambridge
4. Grierson, G.A. 1904. *Linguistic Survey of India* (Vol. 3, Part 3). Calcutta: Government Publication.
5. Grierson, G.A. 1995. *Languages of North Eastern India: A Survey* (Vol. 1). Delhi: Gyana Publishing House.
6. Hyslop, G., Morey, S., and Post, Mark, W. (eds.). 2013. *North East Indian Linguistics: Vol 5*. Cambridge University Press, New Delhi, India.
7. Mishra AK, Wahlang Melissa & Sarjubala Ch. (eds.). 2013. *Studies in Linguistics of North Eastern Languages*. New Delhi: Lakshmi Publishers & Distributors.
8. Morey, Stephen and Post, Mark W. 2008. *North East Indian Linguistics*. New Delhi: CUP.
9. War, J et al., (eds.). 2014. *Tibeto-Burman Linguistics of North East India*. EBH Publishers: Guwahati.

### M.A. 2<sup>nd</sup> Semester

Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
LTL801C	Semantics	4	0	0	4	100

**At the end of the course student will be able to:**

1. Establish the understanding of fundamental principles of semantics
2. Gain the knowledge of how meaning works in language
3. Understand various levels of meanings ranging from smaller to the larger unit
4. Earn understanding on theoretical semantics and language in use
5. Apply theoretical concepts to other language
6. Develop the performance and solve problems

### Course contents:

#### Basic Concepts

Definition, scope and importance of semantics; meaning, aspects of meaning; connotation,

denotation, lexical, grammatical and social meaning

### **Sense and Reference**

Sense relations- polysemy, homophony, synonymy, antonymy, anomaly, hyponymy; topic and focus; ambiguity, entailment, presupposition and paraphrase; sentences; utterances; propositions

### **Semantic theories**

Componential theory, truth conditional theory, generative theory and contextual theory of meaning; logical and field semantics; different types of logic and its application

### **Pragmatics**

Pragmatics and its theories (Austin, Searle, Grice); participant roles; speech acts; Gricean Maxims, metaphor, idiom; deixis.

### **Recommended Books:**

- Chomsky, N. 1972. *Studies on Semantics in Generative Grammar*. The Hague: Mouton.
- Chierchia, Gennaro and Sally McConnell-Ginet. 1990. *Meaning and Grammar: An Introduction to Semantics*. Cambridge, Mass: MIT Press.
- Fodor, Janet D. 1977. *Semantics: Theories of Meaning in Generative Grammar*. New York: Thomas Y. Crowell.
- Frawley, William. 1992. *Linguistic Semantics*. Hillsdale, N.J.: Erlbaum.
- Hurford, James D. and Brendan, Heasley 1983: *Semantics. A Course Book*. London: Cambridge University Press.
- Jackendoff, Ray. 1972. *Semantic Interpretation in Generative Grammar*. Cambridge, Mass: MIT Press.
- Keith, Allan. 2007. *Natural Language Semantics*. Oxford: Blackwell.
- Kempson, Rush M. 1977. *Semantic Theory*. London: Cambridge University Press.
- Leech, Geoffrey N. 1974. *Semantics*. Pelican Books (Chptrs. 1, 2, 6, 11, 13 & 14).
- \_\_\_\_\_.1981. *Semantics*. London: Penguin.
- \_\_\_\_\_.1983. *Principles of Pragmatics*. London: Longman (Chptrs. 4 & 5).
- Levinson, Stephen C. 1983. *Pragmatics*. Cambridge: Cambridge University Press.
- Lyons, John. 1995. *Linguistics Semantics*. Cambridge University Press.
- \_\_\_\_\_.1977. *Semantic Theory*. Cambridge: Cambridge University Press. (Chptrs. 1 & 2).
- Miller, J. E. 1985. *Semantics and Syntax*. Cambridge: CUP.
- Palmer, F. R. 1996. *Semantics*. London: Cambridge University Press.
- Saeed, John I 1969. *Speech Acts*. London: Cambridge University Press.
- \_\_\_\_\_. 1997. *Semantics*. Oxford: Basil Blackwell.

Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
LTL802C	Sociolinguistics	4	0	0	4	100

**At the end of the course student will be able to:**

1. Demonstrate an understanding of sociolinguistic concepts
2. Understand the relationships between language, social and cultural contexts and how these relationships signalled through language
3. Establish the understanding of sociolinguistic theory and concepts for explaining how language varies in social contexts
4. Critically examine the discourse of language maintenance, language planning, language standardization and modernization
5. Identify different sociolinguistic processes and their role in contact-induced language change
6. Describe the relationship between language, identity, power and gender at the individual and societal level.
7. Conduct original data-based research on a sociolinguistic topic of their choice

**Course contents:**

**Language and Society:**

Socio-linguistics and sociology of language; speakers and communities; speech community; languages, dialects, registers, isoglosses, diffusion and wave theory

**Social and Cultural variation**

Socio-linguistic variables; patterns of variation; regional, social and stylistics; language repertoire; Sapir and Whorf – linguistic categories and cultures

**Language Change and Language Contact**

Study of language change in progress; Labov's and Trudgill's linguistics variations; bilingualism; multilingualism; diglossia; code switching and code mixing; pidgin; creoles; post-creole continuum

**Linguistic Dimensions of Society and Applied Issues**

Issues of language maintenance and shift; borrowing, interference, convergence and divergence; language planning; language standardization and modernization; language: identity, power and gender

**Recommended Books:**

1. Appel, R. and Muysken, P. 1987. Language Contact and Bilingualism. London Edward Arnold.
2. Bayer, Jennifer. 1990. Language and social identity. In: Multilingualism in India. Clevedon: Multilingual Matters Ltd: 101-111.
3. Dua, H. R. 2001. Science Policy Education and Language Planning. Mysore: Yashoda Publications.
4. Fasold, P.P. (ed.) 1972. Language and Social Context. Harmondsworth: Penguin.

5. Fasold, R. 1999, The Sociolinguistics of Language London: Basil Blackwell.
6. Haugen, E. 1950. Problems of Bilingualism. *Lingua* 2:271-290.
7. Holm, John. 1988. Pidgins and Creoles. Vols I & II. Cambridge: Cambridge University Press.
8. Hudson, R.A. 1980. Sociolinguistics. Cambridge: CUP.
9. Hymes. D. 1974: Foundations in Sociolinguistics, An Ethnographic Approach. Philadelphia University of Pennsylvania Press.
10. Pattanayak, D. P. 1981. Multilingualism and Mother Tongue Education. Delhi: Oxford University Press.
11. Romaine, S. 1989. Bilingualism. London: Basil Blackwell.
12. Sebba, M. 1997. Contact Languages, London: Macmillan.
13. Wardhaugh, R. 1992. An Introduction to Sociolinguistics, Oxford. Blackwell.
24. Williams, G. 1992. Sociolinguistics. London: Rutledge.

Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
<b>LTL803C</b>	<b>Historical Linguistics</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>100</b>

**At the end of the course student will be able to:**

1. Understand the basic concepts of diachronic linguistics
2. Understand the comparative method of reconstruction
3. Understand the internal reconstruction
4. Analyze sound change, morphological change, syntactic change, and semantic change

**Course contents:**

**Basic Concepts**

History of historical linguistics; language change - phonological, morphological, syntactic, semantic; motivations for language change - external and internal; attitude towards language change, linguistic classification and reconstruction; family tree model and wave theory; linguistic prehistory; language family and subgrouping; language contact and borrowing; birth and death of languages; methods of analysis - comparative, internal reconstruction, and quantitative; lexicostatistics and glottochronology - Swadesh's formulation and list; cognate

**Sound Change**

Phonetic and phonemic changes; mergers and splits, chain shifts, lenition, fortition, assimilation, dissimilation, epenthesis - prothesis, anaptyxis, excrescence, and paragoge, metathesis, prosodic change, Neogrammarian hypothesis - regularity principle and regularity of language change; milestones in sound change analysis - Grimm's law and Verner's law; sporadic changes

### **Morphosyntactic Change**

Word formation process – affixal derivation, zero derivation, reanalysis, back-formation, compounding, taboo replacement, taboo deformation, folk etymology, grammaticalization, degrammaticalization, borrowing and claque, morpheme boundary shift; etymology; syntactic alignment and change - reanalysis, extension, borrowing, and grammaticalization

### **Semantic Change**

Meaning change – externally motivated, generalization and specialization, metaphor, metonymy, reanalysis; analyzing semantic change

### **Recommended Books:**

- Akmajian, Adrian, Richard A. Demers, Ann K. Farmer and Robert M. Harnish. 2010. *Linguistics: An Introduction to Language and Communication*. 6<sup>th</sup> Edition. Cambridge: MIT Press. (Chapters 7 and 8)
- Bybee, Joan and Paul Hopper. 2001. *Frequency and the Emergence of Linguistic Structure*. Amsterdam and Philadelphia: John Benjamin Publishing Company.
- Campbell, Lyle. 1998. *Historical Linguistics: An Introduction*. 3rd edition. Massachusetts: MIT Press.
- Campbell, Lyle, and Mauricio J. Mixco. 2007. *A glossary of Historical Linguistics*. Salt Lake City: The University of Utah Press.
- Fox, Anthony. 1995. *Linguistic Reconstruction: An Introduction to Theory and Method*. Oxford: Oxford University Press.
- Fromkin, Victoria, Robert Rodman and Nina Hyams. 2009. *An Introduction to Language*. Boston: Wadsworth. (Chapter 11)
- Hale, Mark. 2007. *Historical Linguistics: Theory and Method*. Blackwell Textbooks in Linguistics. Malden and Oxford: Blackwell.
- Hock, H & Joseph, B. (2009). *Language History, Language Change & Language Relationship: An Introduction to Historical and Comparative Linguistics*. 2nd Edition. New York: Mouton de Gruyter.
- Jeffers, Robert J., and Ilse Lehiste. 1979. *Principles and Methods for Historical Linguistics*. Cambridge: MIT Press.
- Lehmann, Winfred P. 1992. *Historical Linguistics*. 3rd edition. London and New York: Routledge.
- Matisoff, James A. 2003. *Handbook of Proto-Tibeto-Burman: System and Philosophy of Sino-Tibetan Reconstruction*. Berkeley and London: University of California Press.
- Matisoff, James A, Stephen P. Baron, and John B. Lowe. 1996. *Languages and Dialects of Tibeto-Burman*. Berkeley: Center for Southeast Asia Studies.
- Trask, R. L. 1996. *Historical Linguistics*. London, New York, Sydney, and Auckland: Arnold.
- Trask, R. L. 2000. *The Dictionary of Historical and Comparative Linguistics*. Chicago and London: Fitzroy Dearborn Publishers.
- Traugott, Elizabeth Closs, and Bernd Heine, eds. 1991. *Approaches to Grammaticalization*. Volumes 1 and 2. Amsterdam and Philadelphia: John Benjamin Publishing Company.
- Yule, George. 2010. *The Study of Language*. 4<sup>th</sup> Edition. Cambridge: CUP. (Chapters 17,18,19).

Course	Name of the Course	Credit	Total	Marks
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Code		Distribution			Credit	
		L	T	P		
<b>LTL804C</b>	<b>Translation</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>100</b>

**At the end of the course student will be able to:**

1. Gain the knowledge of different theoretical aspects and types of translation
2. Understand significant levels of linguistics in Translation ranging from the smaller to the larger unit
3. Sort out various issues related in different domains
4. Apply theoretical concepts to different fields of translation
5. Develop the performance and handle the practical problems

**Course contents:**

**Translation and Linguistic theory**

Definition, objective and application of translation; theories of translation: Universalist, Relativist, Catford and Nida.

**Types of translation**

Total translation, partial translation, text-oriented vs. reader-oriented, literal vs. free translation, transcreation, word to word translation.

**Translation and applied linguistics**

Place of translation and language teaching, translation and dictionary making; translation and language modernization; machine translation.

**Problems of translation**

Problems of translating text; cultural incompatibility; problems of translating proper names and place names, and scientific terms; dialectal translation, contextual and collocational items.

**Recommended Books:**

Bassnett-McGuire, Susan. 1980. *Translation Studies*. London: Methuen and Co.

Brower, R.A. (Ed). 1959. *On Translation*. Cambridge, Mass: Harvard University Press.

Catford, J.C. 1965. *A Linguistic theory of Translation*. London: Oxford University Press.

Fawcett, Peter. 2003. *Translation and Language: Linguistic Theories Explained*. UK: St. Jerome Publishing.

Jeremy, Munday. 2001. *Introducing Translation Studies*, London: Oxford University Press.

Klinger, Susanne. 2015. *Translation and Linguistic Hybridity*. New York: Routledge.

Newmark, Peter. 1981. *Approaches to Translation*. Oxford: Pergamon Press.

..... 1988. *A Textbook of Translation*. New York, London: Prentice Hall.

Nida, Eugene. 1964. *Towards A Science of Translation*. Lei den: Brill.



Nair, Sreedevi, K. 1996. *Aspects of Translation*. New Delhi: Creative Books.

Tucer, C.R. 1969: *The Theory and Practice of Translation*. Lei den: Brill.

Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
LTL805E	Language and Society	4	0	0	4	100

**At the end of the course student will be able to:**

1. Understand the basic concepts of sociolinguistics
2. Understand the relationship between language and social strata
3. Understand the relationship between language and thought
4. Understand the sociolinguistics of the Indian languages

**Course contents:**

**Basic Concepts**

Analysis of languages; speech varieties - language, dialect, and idiolect; birth and death of languages; sociolinguistic issues

**Language in Society**

Bidirectional relation of language and society; linguistic representation of social structures-age, caste, class, gender, and power; social groups and sociolinguistic variables; taboos and euphemisms

**Social Dimensions of Language**

Social variation of language - standard, prestige, and regional; multilingualism; code switching and mixing; linguistic identity; language shift; reactions to language change; language planning

**Language and Society in India**

Sociolinguistic issues in India; languages and language families of India; Indian English; counting of languages; language education in India; Indian languages and the Constitution of India

**Recommended Books:**

Coupland, Nikolas and Adam Jaworski. *Sociolinguistics: A Reader*. New York: Macmillan Education.

Kachru, Braj B., Yamuna Kachru and S. N. Sridhar. *Language in Southasia*. Cambridge: Cambridge University Press.

Meyerhoff, Miriam. 2006. *Introducing Sociolinguistics*. New York: Routledge. (All Chapters)

Wardhaugh, Ronald. 2010. *An Introduction to Sociolinguistics*. (6th Edn). Oxford: Blackwell Publishing Limited. (All Chapters)

## M.A. 3<sup>rd</sup> Semester

Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
<b>LTL901C</b>	<b>Generative Phonology</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>100</b>

**At the end of the course student will be able to:**

1. Establish the understanding of the universal nature of phonological structure and the phonologies of individual languages
2. Develop a basic understanding of the fundamental concepts of generative phonology
3. Familiarized with sounds that are defined in terms of a fixed set of universal features
4. Enhance the knowledge of how phonological rules are formalized in terms of those features
5. The ability to apply generative model to the analysis of novel data

**Course contents:**

**Introduction**

Natural classes; distinctive features; major class features; laryngeal features; secondary and complex articulation; prosodic features

**Feature Geometry**

Distinctive features; articulator theory; feature tree; characterizing phonological rules; spreading, delinking, insertion and deletion; spreading of terminal features; consonant-vowel interaction

**Cyclic Phonology**

Derived environment rules; strict cycle; lexical phonology; elsewhere condition; structure preservations; multistratal rules; word level

**Prosodic Phonology**

The syllable; quantitative approach to syllable; moraic theory; compensatory lengthening; autosegmental phonology: tone, nasality, vowel harmony; CV tie

**Recommended Books:**

1. Anderson, J. 1979. The Organization of Phonology. New York: Academic Press.
2. Clements, G.N. and Keyser, S.J. 1983. CV-Phonology. Cambridge. Mass: MIT Press.
3. Durand, J. 1990. Generative and Non-linear Phonology. London: Longman.
4. Giegerich, H. J. 1994. Metrical phonology. In asdf Volume 5:2478–2483.
5. Goldsmith, J. 1990. Autosegmental and Metrical Phonology. Oxford: Basil Blackwell.
6. Goldsmith, J (ed)1995. The Handbook of Phonological Theory. Cambridge: Blackwell.
7. Goldsmith, J (ed)1999. Phonological Theory: The Essential Readings. Cambridge: Blackwell.
8. Hockett, C. F. 1955. Manual of Phonology. Baltimore: Waverley Press.
9. Hooper, J. B. 1976. An Introduction to Natural Generative Phonology. New York: Academic

Press.

10. Jensen, John T. 2004. Principles of Generative Phonology: An Introduction. Amsterdam: John Benjamins Publishing Company.

11. Kenstowicz, M. 1994. Phonology in Generative Grammar. Cambridge: Blackwell.

12. Kenstowicz, Michael, and Charles Kisseberth. 1979. Generative phonology. San Diego: Academic

13. Mohanan, K.P. 1986. The Theory of Lexical Phonology. Dordrecht: Reidel.

14. Nespor, Marina and Irene Vogel. 1986. Prosodic Phonology (Studies in Generative Grammar, 28). Dordrecht: Foris.

Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
LTL902C	Syntax II	4	0	0	4	100

**At the end of the course student will be able to:**

1. Understand the theoretical issues involved in syntactic theories
2. Understand the differences among generative, functional, and cognitive approaches to syntactic analysis
3. Understand the relationship between syntactic theories and language variation
4. Understand the relationship between syntactic theories and language change
5. Understand the relationship between syntactic theories and language acquisition

**Course contents:**

### **Preliminaries**

Contemporary theories in syntactic analysis; syntactic structures and syntactic relations; qualitative and quantitative approaches to syntax; synchronic and diachronic approaches to syntax

### **Chomskyan Syntax**

Aspects model; Government and Binding theory; Minimalist Program; analysis within the Chomskyan paradigm; explanation and evidence; language acquisition; diachronic development of syntactic structures

### **Functionalist Syntax**

Sentence structure and information structure; communicative aspect of syntax; Greenbergian approach; Givon's approach; Halliday's approach; Role and Reference Grammar; analysis within the functionalist paradigm; explanation and evidence; language acquisition; diachronic development of syntactic structures; corpus

### **Cognitive Linguistic Syntax**

Sentence structure and cognitive structure; conceptual aspects of syntax; Cognitive Grammar; Construction Grammar; Radical Construction Grammar; analysis within the cognitive linguistic paradigm; explanation and evidence; language acquisition; diachronic development of syntactic structures; corpus

**Recommended Books:**

Akmajian, Adrian, Richard A. Demers, Ann K. Farmer and Robert M. Harnish. 2010. *Linguistics: An Introduction to Language and Communication*. 6<sup>th</sup> Edition. Cambridge: MIT Press. (Chapter 5)

Baker, Mark C. 2003. Syntax. *The Handbook of Linguistics*, ed. by Mark Aronoff and Janie Rees-Miller, pp 265-294. Oxford: Blackwell Publishers.

Bloomfield, Leonard. 1973 [1933]. *Language*. London: George Allen and Unwin Ltd. (Chapters 11 and 12)

Croft, William. 2007. Construction grammar. *Oxford Handbook of Cognitive Linguistics*, ed. by Dirk Geeraerts and Hubert Cuyckens, pp 463-508. Oxford: OUP.

Culicover, Peter W. and Ray Jackendoff. 2006. The simpler syntax hypothesis. *Trends in Cognitive Science*, 10.9: 413-418.

Givon, Talmy. 2001. *Syntax: An Introduction*, Vol. 1. Amsterdam: John Benjamins Publishing Company.

Halliday, M.A.K. A brief sketch of systemic grammar. *On Language and Linguistics: M.A.K. Halliday*, ed. by Jonathan Webster, 180-184. New York: Continnum.

Hockett, Charles F. 1958. A Course in Modern Linguistics. New Delhi: Oxford and IBH Publishing Co. (Chapter 17)

Langacker, Ronald. 2007. Cognitive grammar. *Oxford Handbook of Cognitive Linguistics*, ed. by Dirk Geeraerts and Hubert Cuyckens, pp 421-462. Oxford: OUP.

Radford, Andrew, Martin Atkinson, David Britain, Harald Clashen and Andrew Spencer. 2009. *Linguistics: An Introduction*. 2<sup>nd</sup> Edition. Cambridge: CUP. (Part III)

Robert D. Van Valin. *An Overview of Role and Reference Grammar*.  
[www.linguistics.buffalo.edu/people/faculty/vanvalin/vanvalin](http://www.linguistics.buffalo.edu/people/faculty/vanvalin/vanvalin). Online. Accessed on 10.10.2016.

Rowe, Bruce M. and Diane P. Levine. *A Concise Introduction to Linguistics*. 4<sup>th</sup> Edition. London and New York: Routledge. (Chapter 5)

Yule, George. 2010. *The Study of Language*. Cambridge: CUP. (Chapter 5)

Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
LTL903C	Lexicography	4	0	0	4	100

**At the end of the course student will be able to:**

1. Establish the understanding of fundamental principles in lexicography
2. Gain the knowledge of writing and editing dictionaries
3. Come up with the expertise by learning various internal attributes of different types of dictionaries which are applicable to other languages
4. Sort out specific problems which are involved in compiling dictionaries

**Course contents:**

**Linguistic perspective**

Lexicology and lexicography; lexicography and linguistics; lexicon and grammar; lexical units– form and function, lexeme and word

**Lexemes and lexical meaning**

Simple and composite; nature of combinations - set and free; set combinations, compounds, multiword, lexical units, proverbs and idioms; variations- dialectal variations, standard and non-standard; meaning-denotative and connotative; contextual meaning - polysemy, homonymy, synonymy, antonymy, hyponymy

### Types of Dictionaries and Dictionary making

Criteria for dictionary classification, types of dictionaries; Synchronic vs. diachronic/historical, restricted/special vs. non-restricted/general, mono-lingual, bi-lingual and multi-lingual, thesaurus and encyclopedia; selection of entry for dictionary, arrangement of entries- alphabetical labeling and grammatical description, notation and format - purpose and scope, reader's guide, guide to pronunciation, abbreviations, use of punctuations and symbols

### Specific Problems

Data collection; selection and arrangement of entries; preparation of dictionaries of an unwritten language; spelling and pronunciation; phonetic transcription; interpretation of cultural specific meaning

### Recommended Books:

- Akhmanova, O. (ed). 1972. *Lexicology: Theory and Method*. Moscow.
- Annaimalai, E. 1978. *The Nature of Lexicography*, CIIL, Jamia Milia, New Delhi.
- Dash, Niladri Sekhar. 2007. The art of Lexicography. In Vesna Muhvic-Dimanovski and Lelija Socanac (eds). *Encyclopedia of Life Support Systems*. Oxford: EOLSS Publishers. (P. 225-276).
- Gimson, A.C. 1973. *Phonology and the Lexicography in R I. Mc David and A.R. Dukert*.
- Jackson, Howard. 2002eb. *Lexicography: An Introduction*. New York: Routledge.
- Katre, S.M. 1965. *Lexicography*. Annamalai Nagar. Annamalai University.
- Kurath, M. 1961. *The Semantic Patterning of Words*. Washington: Georgetown University.
- Landau, S.I. 1989. *Dictionaries: The art and craft of Lexicography*. Cambridge.
- Lipka, L. 1990. *An Outline of English Lexicology*. Tübingen: Max Niemeyer.
- Sebeok, T. A. (Ed). 1963. *Current Trends In Linguistics, Vol. I*. The Hague: Mouton.
- Singh, R. A. 1983. *Lexicology and Lexicography*. Mysore: CIIL.
- Zgusta, L. 1971. *Manual of Lexicography*. The Hague: Mouton.

Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
LTL904C	Psycholinguistics	4	0	0	4	100

**At the end of the course student will be able to:**

1. Understand the basic concepts of psycholinguistics and neurolinguistics
2. Understand the basic concepts of speech production
3. Understand the basic concepts of speech perception
4. Understand the basic concepts of first and second language acquisition
5. Understand the basic concepts of language disorders

**Course contents:**

**Language and Brain**

Neurolinguistics, Language areas in brain – Broca’s area, Wernicke’s area, the localization view

**Child Language Acquisition**

Acquisition schedule – cooing and babbling, one-word stage, two-word stage, telegraphic speech, acquisition processes, early speech production and perception, sentence production, critical period hypothesis

**Second Language Acquisition**

First, second, and foreign languages, age-differences and socio-psychological factors in acquisition, language transfer, interlanguage, second language loss

**Language Disorders**

Aphasia – Broca’s aphasia, Wernicke’s aphasia, conduction aphasia, disturbances in language production and comprehension, dyslexia, agrammatism

**Recommended Books:**

Akmajian, Adrian, Richard A. Demers, Ann K. Farmer and Robert M. Harnish. 2010. *Linguistics: An Introduction to Language and Communication*. 6<sup>th</sup> Edition. Cambridge: MIT Press.

Baker, Mark C. 2003. Syntax. *The Handbook of Linguistics*, ed. by Mark Aronoff and Janie Rees-Miller, pp 265-294. Oxford: Blackwell Publishers.

Caplan, D. 1987. *Neurolinguistics and Linguistic Aphasiology: An Introduction*. Cambridge and New York: CUP.

Rowe, Bruce M. and Diane P. Levine. *A Concise Introduction to Linguistics*. 4<sup>th</sup> Edition. London and New York: Routledge.

Yule, George. 2010. *The Study of Language*. Cambridge: CUP.

Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
LTL905E	Analysis of Endangered Languages	4	0	0	4	100

**At the end of the course student will be able to:**

1. Gain the understanding of the current status of the language existence
2. Develop to determine safeguards of languages which are in danger
3. Analyse endangered languages with the skills of linguistic levels
4. Earn the concept of revitalisation of death languages
5. Understand documentation processes

**Course contents:**

**Basic Concepts**

Concept of endangered languages; steps for safeguarding endangered languages; documentation

**Phonology**

Phonemics- segmental and suprasegmental; description and distribution of vowels; description and distribution of consonants

**Morphology**

Concept of morpheme, morph and allomorphs; root, stem and base; affixation and compounding; inflection and derivation; case marking

**Syntax**

Words vs. phrases; Sentence and its different types; clauses and its different types; relative clause structure; passive constructions

**Reading list:**

Austin, P.L. & Sallabank, J. (eds.). *The Cambridge Handbook of Endangered Languages*. Cambridge: CUP.

Crystal, D. 2000. *Language Death*. Cambridge: CUP.

Dalby, Andrew. 2002. *Language in Danger*. London: Penguin.

Daniel, N. et al. 2000. *Vanishing Voices: The Extinction of the World's Languages*. New York: OUP.

Dorain N. 1989 (Ed.). *Investigating Obsolescence: Studies in Language Contraction and Death*. Cambridge: CUP.

Dwyer, A.M. 2009. Tools and techniques for endangered-language assessment and revitalization. In *Vitality and Viability of Minority Languages*. October 23-24, 2009. New York: Trace Foundation Lecture Series Proceedings.

Gippert, J., Himmelmann N.P. and Mosel, U. (eds.). 2006. *Essentials of Language Documentation*. Berlin & New York: Mouton de Gruyter.

Harrison D. 2007. *When Languages Die: the Extinction of Human Knowledge*. Oxford: OUP.

Hinton, L. 2003. Language revitalization. *Annual Review of Applied Linguistics*. Vol. 23: 44-57.

Kroeger, P. R. 2015. *Analyzing Grammar: An Introduction*. Cambridge: CUP.

Lenore et al. 1998 (Ed.). *Endangered Languages: Language Loss and Community Response*. Cambridge: CUP.

Lieber, Rochelle, 2009. *Introducing Morphology*. Cambridge: Cambridge University Press.

McMahon, A. 2002. *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press.

Miller, Jim. 2002. *An Introduction to English Syntax*. Edinburgh: Edinburgh University Press.

Radford, A & et al, 2009. *Linguistics: An Introduction*. Cambridge: Cambridge University Press.

Spolsky, B. 2004. *Language Policy*. Cambridge: Cambridge University Press.

Yule, George. 2010. *The Study of Language*. Cambridge: Cambridge University Press.

**Journals**

*Language Documentation & Conservation* (<http://nflrc.hawaii.edu/ldc/>) (Edited by Vera Ferreira and Peter Bouda).

Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
LTL1001C	Language Typology and Linguistic Universals	4	0	0	4	100

**At the end of the course student will be able to:**

1. Develop a basic understanding of synchronic linguistic analysis of the world's languages
2. Understand the types of languages around the world
3. Understand the problem of cross linguistic identification
4. Understand the implications of cross linguistic universals and variations

**Course contents:**

**Basic Concepts**

Language typology – theories and methods; Chomskyan paradigm; Greenbergian paradigm; Functionalist paradigm; Cognitive Linguistic paradigm; human cognition, material cultural, and language; language typology and historical linguistics; linguistic area; linguistic universals; dimensions of linguistic variation

**Language Typology**

Phonological typology; phonetic inventory and phonemic inventories; word order typology; basic word order; variation in basic word order; fixed word order and free word order; clause ordination; subordination and coordination strategies; semantic typology; verb framed vs. satellite framed languages; event encoding properties

**Linguistic Universals**

Sound universals; basic vowel and consonant inventories; morphosyntactic universals; common paths of grammaticalization; semantic universals

**Languages of India**

Typology of Indian languages; India as a linguistic area; examples from Indian languages for linguistic universals

**Recommended Books:**

- Bybee, Joan and Paul Hopper. 2001. *Frequency and the Emergence of Linguistic Structure*. Amsterdam and Philadelphia: John Benjamin Publishing Company.
- Caffarel, Alice, J.R. Martin, and Christian M.I.M. Matthiessen. 2004. *Language Typology: A Functional Perspective*. Amsterdam and Philadelphia: John Benjamin Publishing Company.
- Debnath, Rupak. 2014. *Kokborok: Language Origin and Development*. Khumulwng: Tripura Tribal Areas District Council.
- Greenberg, Joseph. 1974. *Language Typology: A Historical and Analytical Overview*.
- Hock, H & Joseph, B. (2009). *Language History, Language Change & Language Relationship: An Introduction to Historical and Comparative Linguistics*. 2nd Edition. New York: Mouton de Gruyter.
- Jeffers, Robert J., and Ilse Lehiste. 1979. *Principles and Methods for Historical Linguistics*. Cambridge: MIT Press.
- Krishnamurthi, Bh. 2003. *The Dravidian languages*. Cambridge: Cambridge University Press.



Masica, Colin P. 1993. *The Indo-Aryan Languages*. Cambridge: Cambridge University Press.

Matisoff, James A. 1999. In Defense of Kamarupan. *Linguistics of the Tibeto-Burman Area*, Vol. 22.2, 173-182.

Matisoff, James A. 2003. *Handbook of Proto-Tibeto-Burman: System and Philosophy of Sino-Tibetan Reconstruction*. Berkeley and London: University of California Press.

Moravcsik, Edith A. 2013. *Introducing Language Typology*. Cambridge: Cambridge University Press. (All Chapters)

Matisoff, James A, Stephen P. Baron, and John B. Lowe. 1996. *Languages and Dialects of Tibeto-Burman*. Berkeley: Center for Southeast Asia Studies.

Ramat, Paolo. 1987. *Linguistic Typology*. Berlin: Mouton de Gruyter.

Shopen, Timothy (ed.). 2007. *Language Typology and Syntactic Description*. Vol. 1: Clause Structure. Cambridge: Cambridge University Press.

Shopen, Timothy (ed.). 2007. *Language Typology and Syntactic Description*. Vol. 2: Complex Constructions. Cambridge: Cambridge University Press.

Shopen, Timothy (ed.). 2007. *Language Typology and Syntactic Description*. Vol. 3: Grammatical Categories and the Lexicon. Cambridge: Cambridge University Press.

Song, Jae Jung (ed). 2011. *The Oxford Handbook of Linguistic Typology*. Oxford: Oxford University Press.

Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
LTL1002C	Structure of Tibeto-Burman Language	4	0	0	4	100

**At the end of the course student will be able to:**

1. Gain knowledge about the features and structure of Tibeto-Burman languages
2. Establish comparative and contrastive analysis in Tibeto-Burman languages
3. Analyze the phonological and morpho-syntactic structure of the languages
4. Strengthen their ability to conduct original data-based research on any topic of their choice
5. Enable to specialise in Tibeto-Burman languages of North-East India

**Course contents:**

**Phonology**

Sound systems: vowel systems and consonant systems; phonotactics; syllable structure; suprasegmentals; phonological processes; tonal typology

**Morphology**

Inflectional and derivational morphology; nouns; verbs; adjectives; word formation: affixation, agglutination, compounding, morphological alterations, reduplication, expressives, quotative constructions; person, number, gender, numerals, classifiers

**Syntax**

Case marking; agreement patterns; transitivity; grammaticalization; nominalization;

relativization; clause structure, subordination, complementation, clause chains; concatenation; tense and aspect; causatives; evidentiality; negation

**Comparative Study**

Bodo-Garo-Koch, Kuki-Chin and Naga languages; comparison between Tibeto-Burman languages in Northeast India

**Recommended Books:**

1. Aikhenvald, Alexandra Y. and R.M.W. Dixon. (eds.). 2006. *Serial Verb Constructions: A Cross-Linguistic Typology*. Oxford: Oxford University Press.
2. Benedict, P.K. 1972. *Sino-Tibetan: A Conspectus*. New York: Cambridge University Press.
3. Bradley, David. (ed.) 1979. *Tibeto-Burman languages of Himalayas*, Canberra: Australian National University.
4. DeLancey, Scott. 1990. ‘Sino-Tibetan Languages’, in Bernard Comrie (ed.) *The World's Major Languages*, London: Croom Helm.
5. Dixon, R.M.W. 1994. *Ergativity*. Cambridge: Cambridge University Press.
6. Thurgood, Graham and Randy J. LaPolla. (eds.). 2003. *The Sino-Tibetan Languages*. London and New York: Routledge.
7. Matisoff, J.A. 2003. *Handbook of Proto-Tibeto-Burman: System and Philosophy of Sino-Tibetan Reconstruction*. Berkeley: University of California Press.
8. Namkung, Ju, 1996. *Phonological Inventories of Tibeto-Burman Languages*. Sino-Tibetan Etymological Dictionary and Thesaurus Project, Center for Southeast Asia Studies, University of California.
9. Weidert, Alfons. 1987. *Tibeto-Burman Tonology: A Comparative Analysis*. John Benjamins Publishing.
10. North East Indian Linguistics, Volume 1-5.

Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
LTL1003C	Field Linguistics	4	0	0	4	100

**At the end of the course student will be able to:**

1. Establish the understanding of fundamental principles of field work
2. Prepare for conducting linguistic field work
3. Gain the knowledge of different tools used for obtaining linguistic data
4. Analyse, manage and back up of data gathered from field work
5. Gain the knowledge of research ethics

**Course contents:**

**Concepts of Field Linguistics**

Concepts and objectives of Field Linguistics; bilingual vs. monolingual fieldwork; selection of language; selection of area; selection of informants; participant observation

### Questionnaire and Equipment

Concept and preparation of questionnaire; basic word list; other questionnaire related to words (body parts; flora and fauna, celestial bodies etc.); audio and video recorder, data management, data back-up (making CDs, typing, digitizing data)

### Data Collection and Analysis

Use of IPA and training; Data elicitation; collection of narrations, folk tales, folk songs, and other indigenous knowledge based information; data analysis, discussion and interpretation

### Research Ethics and Bibliography

Plagiarism, copyright issues, preparation of bibliography; references

### Recommended Books:

- Abbi, Anvita. 2001. *A manual of linguistic fieldwork and Structures of Indian Languages*. Munich: Lincom Europa.
- Bowern, Claire. 2008. *Linguistic fieldwork*. New York: Palgrave Macmillan.
- Briggs, Charles L. 1986. *Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research*. Cambridge: Cambridge University Press.
- Burling, Robbins. 2000. *Learning a Field Language*. Prospect Heights, Illinois: Waveland Press.
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Course Code	Name of the Course	Credit Distribution			Total Credit	Marks
		L	T	P		
LTL1004C	Term Paper	4	0	0	4	100

**At the end of the course student will be able to:**

1. Elicit data from a language or dialect
2. Prepare for conducting linguistic field work

3. Work on different aspects of a language or the same aspect of different languages
4. Come up with expertise knowledge to work on language

**Course contents:**

This course aims at providing training to students to elicit data from a Language or Dialect, which is preferably under analyzed. Every student will be assigned with different aspects of a language or the same aspect of different languages. The respective guide (after allotment of guide) will encourage the students to come up with significant analyses.

Students shall submit 02 (two) copies of term papers under the following heads which may be suitably modified:

- Introduction**
- Review of Literature**
- Data analysis**
- Discussion and Conclusion**
- References**
- Appendices (if necessary)**

<b>LTL1005E</b>	<b>A Foundation Course in Phonetics</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>100</b>
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**At the end of the course student will be able to:**

1. Comprehend the central concepts in phonetics
2. Understand how sounds are produced, how they are transmitted, and how they are perceived
3. Recognise the sounds of the IPA chart and the parameters along which sounds can vary
4. Describe sounds using appropriate terminology and symbolisation
5. Establish phonological categories on the basis of contrast
6. Provide structural descriptions of prosodic features using appropriate phonological notation
7. Produce simple phonetic descriptions and broad phonetic transcriptions of speech

**Course contents:**

**Introduction**

Basic concepts and terminologies; anatomy & physiology of speech production: respiratory system, laryngeal system, articulatory system; acoustic phonetics; auditory phonetics

**Classification of Speech Sounds**

Vowels: monophthongs, diphthongs, cardinal vowels; consonants: place and manner of articulations

**Prosodic Features**

Syllable; length; stress; tone; intonation

**Transcription:** The phonetic chart (IPA); transcription: phonetic and phonemic

transcription; transcription practice

**Recommended Books:**

1. Abercrombie, D. 1967. *Elements of General Phonetics*. Edinburgh: Edinburgh University.
2. Catford, J.C. 1988. *A Practical Introduction to Phonetics*. Oxford: Oxford University Press.
3. Chomsky, N. & Halle, 1986. M., *The Sound Pattern of English*, New York: Harper and Row.
4. Clark, J. & Yallop, C. 1990. *An Introduction to Phonetics and Phonology*. Oxford, Basil Blackwell.
5. Hyman, Larry M. 1975. *Phonology: Theory and analysis*. N.Y.: Holt Rinehart and Winston.
6. Katamba, F. 1989. *An Introduction to Phonology*. Longman Group UK Limited.
7. Ladefoged, P., 2011. *A Course in Phonetics*. Keith Johnson University of California, Berkeley.
8. Ladefoged, P. 2001. *Vowels and consonants: An Introduction to the Sounds of the Languages of the World*. Oxford: Blackwell.
9. Ladefoged, P & Maddieson, I. 1996. *The Sounds of the World's Languages*. Oxford: Blackwell.
10. Lieberman, P. & Blumstein, S. 1988. *Speech Physiology, Speech Perception and Acoustic Phonetics*. Cambridge: Cambridge University Press.
11. Ogden, R. 2009. *An Introduction to English Phonetics*. Edinburgh University Press.
12. Roach, P. 1995. *English Phonetics and Phonology: A Practical Course*. Cambridge: Cambridge University Press.