



**CENTRE FOR NAGA TRIBAL LANGUAGE STUDIES  
NAGALAND UNIVERSITY, KOHIMA CAMPUS**

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**SYLLABUS FOR  
MASTER OF ARTS IN LANGUAGE AND CULTURE**

**Introduction:** The proposed syllabus for the Master of Arts in Language and Culture is designed as a four-semester interdisciplinary programme incorporating the core perspectives from various schools of thought underpinning the study of language and culture. At its core, it emanates from the belief that language and culture are related forces of human existence, where one is internalised and embedded in the other. Languages do not exist in a vacuum but are manifestations of the way a particular culture creates and crafts sounds in order to create meaning. It is hoped that by employing such an interdisciplinary lens, the course would break away from the traditional modes of working in silos and implement a more wholistic understanding. Such an approach also reflects an ongoing trend in premier universities across the globe where interdisciplinary approaches have become the norm in research. In this way, the course becomes relevant to meet the growing challenges of the 21<sup>st</sup> century especially in terms of social impact, contribution to policy making at the grass root level and tackling sensitive issues such as cultural heritage, language revitalisation, and their workings.

In keeping with the NEP 2020 which **stresses on the importance of interdisciplinary/multidisciplinary approaches that underscores the interconnectedness of Knowledge**, the course would allow students to learn and explore different courses or curricula from different areas of study, instead of being confined with only one discipline. Such a holistic and multidisciplinary approach in education is crucial for developing well-rounded individuals, especially in the challenge to meet the emerging issues of our times so as to ensure a productive and satisfying life.

Students who graduate from this programme would be qualified to avail NET exams in three papers: **1) Linguistics 2) Folk Literature and 3) Tribal and Regional Language**

**COURSE OBJECTIVES**

1. A student will learn the fundamental aspects of language, linguistics, culture, folklore and their constituent elements which will be instrumental in equipping them for further studies with an interdisciplinary and trans-disciplinary approach, trends which are making a mark in the global academic sphere.
2. Upon completion of the course, students are expected to have a nuanced understanding of the key foundational concepts and principles that shape the

knowledge systems that underlie the issues, concerns and challenges of indigenous, minority and under-represented languages.

3. Courses such as translation studies provides a hands-on practical session that will equip them in the theoretical and practical aspects of translation, which is an important aspect of studying language evolution from oral culture to a written culture
4. The programme also provides extensive training in linking vernacular poetics, oral traditions embedded in singing traditions with language and linguistics and see how music and language shape cultural dynamics.
5. Courses such as Research Methodology equips students with an in-depth understanding of the know-hows of research work, including understanding the importance of field ethics which the students can apply in the broader contexts of research or documentation.

### **Programme Specific Outcomes**

1. Students will develop the ability to engage with interdisciplinary perspectives that combine linguistics, folklore, anthropology, and cultural studies. This holistic approach equips them to analyse language and culture not in isolation but as intertwined elements of human identity and societal functioning.
2. Students will be able to contribute to the revitalization and preservation of endangered languages, particularly in the context of indigenous and minority communities, which is crucial in the context of rapid globalization and modernization.
3. The curriculum fosters critical thinking by encouraging students to reflect on complex issues such as language endangerment, cultural appropriation, and multilingualism. students will therefore, be equipped to tackle these challenges in diverse contexts, including academia, policy-making, and community engagement.
4. Students will be able to study the role of language in culture and would be able to contextualise the study of language within the broader workings of cultural apparatus.
5. Students will be able to tackle the sensitive issues of cultural preservation and development of cultural heritage.
6. Students will learn how to see language as a reflection of the psychology of the community and how the personal, social, historical and political parts of community creates language and cultural experience.
7. Students will gain understanding of literature review, field methods such as qualitative and quantitative research, dissertation writing and publication which will help the student to undertake future research programme or work with NGOs and Government agencies or Tribal Literature boards towards cultural heritage and cultural conservation.
8. Students will develop an understanding of how global forces such as globalization and acculturation interact with local cultural and linguistic practices, making them adept at navigating the challenges of maintaining cultural heritage while participating in global discourses.

**Number of courses having employability/ entrepreneurship/ skill development**

<b>Course No</b>	<b>Course Name</b>	<b>Activities having direct bearing on employability/ entrepreneurship/ skill development</b>
MALC 102	Study of Speech Sounds	Knowledge of phonetic transcription, phonological processes, and the International Phonetic Alphabet (IPA) is highly relevant for roles in language documentation, pronunciation coaching, and computational linguistics. It also prepares students for specialized positions in speech recognition software development and AI-driven voice assistants.
MALC103	Translation Studies	In this course, students will be given hands-on training in understanding the various modes of translation theory and practice which will enable them to become expert translators of their own languages and develop the regional literature and MILs which are still in the nascent stages
MALC 203 MALC 404	Research Methodology and Project Work/ Dissertation	Over two semesters, the students of this course will be introduced to the basic concepts of research, and they will learn about literature review, peer review, qualitative and quantitative methods of research, journal publications and the art of academic research writing which will further equip them as future researchers.
MALC 301	Language Endangerment and Documentation	Language revitalization expert, cultural heritage consultant, NGO worker. Can Initiate community-driven language preservation projects or creating language-learning resources.
MALC302	Multilingualism and Language Policy	With knowledge of multilingualism and language policy (e.g., India's language policies), students can pursue careers in government or NGOs, contributing to the development and implementation of language policies. They may also work as Educational Consultants, advising educational institutions on multilingual education programs and curriculum design. This role involves integrating language instruction into broader educational frameworks and promoting inclusive policies that support diverse language group
MALC 303	Dictionary Making and Practices	This course will enable students for careers in dictionary-making, language documentation and computational linguistics. Skills in lexicography are valuable for roles in publishing, and creating specialized dictionaries, including for unwritten languages. The course also offers practical insights into fieldwork and data collection, equipping students to work on projects involving language preservation, lexicon development,

		and cultural documentation.
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**Nagaland University**  
**School of Humanities and Education**  
**Centre for Naga Tribal Language Studies**  
**Proposed Syllabus for M.A in Language and Culture**

**Semester-I**

Paper code	Courses	Types of Courses	Credits	Contact Hours	Internal	External	Marks
MALC-101	Introduction to Language & Linguistics	CORE	4	75	40	60	100
MALC-102	Study of Speech Sounds	CORE	4	75	40	60	100
MALC-103	Translation Studies	CORE	4	75	40	60	100
MALC-104	Culture and Community: Interdisciplinary Approaches	CORE	4	75	40	60	100
MALC-105	Introduction to Folk Literature	CORE	4	75	40	60	100
<b>Total</b>			<b>20</b>	<b>375</b>	<b>200</b>	<b>300</b>	<b>500</b>

**Semester-II**

Paper code	Courses	Types of Courses	Credits	Contact Hours	Internal	External	Marks
MALC-201	Morphology	CORE	4	75	40	60	100
MALC-202	Anthropological Linguistics	CORE	4	75	40	60	100
MALC-203	Research Methodology	CORE	4	75	40	60	100
MALC-204	Folklore Theories – I	CORE	4	75	40	60	100
MALC-205	Narratology	CORE	4	75	40	60	100
<b>Total</b>			<b>20</b>	<b>375</b>	<b>200</b>	<b>300</b>	<b>500</b>

**Semester-III**

Paper code	Courses	Types of Courses	Credits	Contact Hours	Internal	External	Marks
MALC-301	Language Endangerment & Documentation	DSE -I	4	75	40	60	100
	Field Linguistics						
MALC-302	Language and Mind	DSE -II	4	75	40	60	100
	Multilingualism and Language Policy						
MALC-303	Language Typology and Universals	DSE-III	4	75	40	60	100
	Dictionary Making and Practice						
MALC-304	Gender and Folklore	DSE - IV	4	75	40	60	100
	Semiotic Approaches						
MALC-305	Exploring Folklore Genres	DSE - V	4	75	40	60	100
	Beyond Ethnography						
Total			20	375	200	300	500

#### Semester-IV

Paper code	Courses	Types of Courses	Credits	Contact Hours	Internal	External	Marks
MALC-401	Basic Syntax	AEEC	4	75	40	60	100
MALC-402	Structural and Typological Aspects of Naga Languages	CORE	4	75	40	60	100
MALC-403	Language & Society	CORE	4	75	40	60	100
MALC-404	Folklore Theories - II	CORE	4	75	40	60	100
MALC-405	Dissertation	CORE	4	75	40	60	100

<b>Total</b>	<b>20</b>	<b>375</b>	<b>200</b>	<b>300</b>	<b>500</b>
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AEEC\*: Ability enhancement elective course

## **Detailed Syllabus SEMESTER-I**

### **MALC-101: INTRODUCTION TO LANGUAGE AND LINGUISTICS**

**Course Objectives:** The objective of this paper is to introduce the students to the basics of language and linguistics. Some other salient features of the course are the study of language and other modes of communication systems like verbal and non-verbal communication. The course gives how language is manifested in society and a basic idea of modern linguistics as well.

**Unit1: Study of Language:** Definition of language: characteristics of language; Language level: phonological, morphological, and syntactic; Origin of language; Communicative functions of language: Referential, Emotive, Conative, Poetic, Metalinguistic and Phatic functions of language.

**Unit 2: Language and Communication:** Human and non-human communication; verbal and non-verbal communication; medium of language: written and spoken, Dialect, Idiolect and Language; Dialect geography and isoglosses; Register, Style, Code, Sociolect; Pidgins and Creoles.

**Unit 3: General Linguistics:** Definitions and branches of Linguistics; Levels of linguistic analysis: synchrony and diachrony; syntagmatic and paradigmatic relation, langue and parole, competence and performance, form and substance.

**Unit 4: Language and Society:** Language and mind; Language and culture; Direction and causes of linguistic change; Phonetic change; Semantic change; Definition of analogy; Effects of analogy; Definition of borrowing; Types of borrowing; Effects of borrowing.

**Unit 5: Language Family and classification:** Notion of language family; language family in India, Classification of language: genetic, typological and areal classification, linguistic areas.

#### **Suggested Readings:**

- Aarts, B., and McMahon, A., (ed.), *The Handbook of English Linguistics*, Blackwell Publishing Ltd., USA, 2006.
- Asher, R. (ed.), *Encyclopedia of Language and Linguistics*, Elsevier-Pargamon, 1994.
- Bloomfield, L., *Language*, New York, Henry Holt. (Indian Edition, Delhi: Motilal), 1933.
- Crystal, D., *A Dictionary of Linguistics and Phonetics*, Blackwell Publishing Ltd., USA, 2008.
- Fasold, R. & J. Connor-Linton, *An introduction to language and linguistics*, Cambridge: Cambridge University Press, 2006.
- Fromkin, V., and R. Rodman, *An Introduction to Language*. New York: Holt, Rinehart and Winston, 1974 (2nd Edition).
- Hockett, C.F., *A course in Modern Linguistics*, Surjeet Publication, New Delhi, 2006.



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

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

Verma, S.K., and N. Krishnaswamy, *Introduction to Modern Linguistics*, Delhi:Oxford University Press, 1993.

## **MALC-102: STUDY OF SPEECH SOUNDS**

**Course Objectives:** The objective of this paper is to introduce the salient features of general Phonetics and Phonology. This course will help students to identify the various parts of the vocal tract and their roles in speech production. The paper has been designed to make the students aware of phonemes and its identification and idea of tone which is a typical feature of the Tibeto-Burman language family.

**Unit 1:Phonetics and its Branches:** definition of phonetics; branches of phonetics: articulatory, acoustic and auditory; phonetics and phonology: production of speech sounds: organ of speech, air stream mechanism (Pulmonic, Glottalic and Velaric air stream), and phonation types.

**Unit 2:Articulatory Phonetics:** places of articulation, oral-nasal process and manner of articulation; the articulation of vowel sounds, consonants, liquids, glides and diphthong; cardinal vowels (Primary and Secondary) secondary articulation and coarticulation; suprasegmentals: length, stress, tone and intonation.

**Unit 3: Basic Concepts in Phonology:**Principles of phonemic Analysis: contrastive and complementary distribution, free variation, phonetic similarity, economy and pattern congruity; archiphoneme and neutralization; Complex articulation: the concept of phoneme, phone, allophone. Syllable and syllabification.

**Unit 4:Phonological Processes:** Rules and Representation: assimilation, dissimilation, deletion, vowel harmony, epenthesis, metathesis, lengthening, diphthongization, fortition, and lenition; phonetic environment, natural classes, two levels of phonological representation (Phonetic and phonemic) phonemic analysis and rule writing.

**Unit 5:Practical Exercises:** Differences and Similarities of Phonetics and Phonology. Phonetic transcriptions; International Phonetic Alphabet (IPA), broad and narrow transcription, transcreation, transliteration.

### **Suggested Readings:**

Abercrombie D.*Elements of General Phonetics*, Edinburgh: Edinburgh University Press. 1967.

Ashby, P. *Speech sounds*. London: Routledge, 1995.

Ball, M. J. and Rahilly, J. *Phonetics: The Science of Speech*. (London: Arnold). 2000.

Bhaskararao, Peri. *Practical Phonetics*, Pune: Deccan College. 1977.

- Bloch, B. and G.L. Trager: *Outline of Linguistics Analysis*, Baltimore: Linguistic Society of America, 1959.
- Catford, J.C. *Fundamental Problems in Phonetics*, Edinburgh: Edinburgh University Press, 1977.
- Catford, J. C. *A Practical Introduction to Phonetics*, Oxford: Oxford University Press, 1988.
- Fudge, E.C.(ed). *Phonology*. Harmondsworth: Penguin, 1973.
- Joos, Martin (ed). *Reading in Linguistics*, Vol.I. Chicago: The University of Chicago press, 1968.
- Ladefoged, P. *A Course in Phonetics*. United Kingdom, United States, and Singapore: Thomson, 1975.
- Ladefoged, P. & Maddieson, I. *The Sounds of the World's Languages*. Oxford: Blackwell, 1996.
- Malamberg, B. *Phonetics*. New York: Dover, 1983.
- O'Connor, J.D. *Phonetics*. London: Penguin, 1973.
- Pike, K.L. *Phonemics*. Ann Arbor: The University of Michigan Press, 1947.
- Schane, S.A., *Generative Phonology*, Englewood-cliffs: New York Prentice Hall, 1973.

### **MALC-103: TRANSLATION STUDIES**

**Course Objective:** The main objective of this course is to learn how to analyse and defend a plurality of paradigms that will enable a greater understanding of the complex and interdisciplinary nature of translation. Students will gain increased awareness of the many valuable ways of approaching translation by examining how contemporary translation theories intertwine with or differ from the cultural, historical and social points of view. It will also equip the learners with the translation methods and strategies in a wide range of translation scenarios.

**Unit 1: Translation:** Definition of translation; nature of translation, scope, Translation as Science, Craft or Art, Types of translation: Word-for-word translation, literal translation, free translation, conceptual translation, elaborate translation, abridged translation, back translation, machine translation; Translation and Meaning: denotative meaning, connotative meaning

**Unit 2: Theories of Translation:** Catford's theory of translation, Catford's notion of transference and translation equivalence, Nida's theory of translation, Peter Newmark's theory of translation.

**Unit 3: Process of Translation:** Translation of Literary text and Technical text, Meaning transfer and adaptation, Translation and Semantics: synonyms, Antonyms, Homonyms and etc. Translation and Interpretation of socio-cultural terms, Free vs. Restricted Translation; Restructuring the translated material, amplification and reduction, substitution, naturalization, compensatory glossing and other devices

**Unit 4: Translation and Applied Linguistics:** Translation and cultural categories: Ecology, social and material culture, customs, gestures and habits, Inter vs. Intra and semiotic cultural translation, Translation and Folk literature: proverbs, idioms, riddles and folk tales and poems.

**Unit 5: Problems of Translation:** Problems of translating text, poems, scientific and technical terms; scriptural categories, proper names, place names and loan words, Problems of translating collocation and connotation items, Difficulties in Translating Historical Documents and Manuscripts, Translatability and Untranslatability.

**Suggested Readings:**

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

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

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

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

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

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

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

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

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

**MALC-104: CULTURE AND COMMUNITY: INTERDISCIPLINARY APPROACHES**

**Course Objective:** Culture and community are seen as embedded and internalised in each other. The course on Culture and Community aims to provide a foundational study of the building blocks of culture and its implications on the community, through an interdisciplinary approach combining conceptual frameworks borrowed from social sciences, in particular from the areas of cultural anthropology, sociology, folkloristics, language studies, and cultural studies. By providing such a multifaceted paradigm, the course would equip learners to understand how various aspects of culture and cultural life contribute to the shaping of contemporary notions of ethnicity, identity, traditional knowledge, which is at the heart of culture.

**Unit 1: Culture and Cultural Heritage:** Definitions, Concepts of Culture, Cultural Heritage, Tangible and Intangible Cultural Heritage, Intellectual Property Rights, Culture as Ordinary.

**Unit 2: Culture Components:** Difference between the Study of Culture and Cultural Studies, Popular Culture, Folk and Folk Culture

**Unit 3: Culture and Civilisation:** Types of Societies, Kinship Patterns, Phratry, Moitri

**Unit 4: Culture in the 21<sup>st</sup> Century:** Globalisation, Ideology, Hegemony, Cultural Acculturation, Cultural Appropriation, Challenges and Issues to Folk Culture

**Unit 5: Ethnicity and Identity:** Traditional Knowledge, Folk Knowledge, Ethnic Knowledge

**Suggested Readings:**

Amy, Ansell. *Race and Ethnicity: The Key Concepts*. Routledge, 2012.

Appiah, Kwame Anthony. *The Ethics of Identity*, Princeton UP, 2005.

Boaz, Franz. *Race, Language and Culture*. Macmillan, 1948.

---. *The Mind of Primitive Man*. Macmillan, 1921.

Borowiecki, Karol Jan, Neil Forbes et al. *Cultural Heritage in a Changing World*. Springer, 2016.

Erll, Astrid, Ansgar Nünning (eds) *A Companion to Cultural Memory Studies: An International and Interdisciplinary Handbook*. De Gruyter, 2010.

Hall, Stuart, Jennifer Daryl Slack, Lawrence Grossberg, (eds). *Cultural Studies*. Orient Blackswan, 2016.

Nayar, Pramod. *An Introduction to Cultural Studies*. Viva Books, 2016.

Storey. *Cultural Theory and Popular Culture*. Pearson, 2013.

Strauss, Levi. *The Elementary Structures of Kinship*. Beacon, 1971.

Williams, Raymond. *Culture and Society*. Vintage, 2017

---, *The Country and the City*. Vintage, 2016.

Wouters, J. P. *Vernacular Politics in North East India: Democracy, Ethnicity, Indigeneity*. Oxford University Press, 2022.

## **MALC-105: INTRODUCTION TO FOLK LITERATURE**

**Course Objective:** The course is designed to function as an introductory course on the idea of Folk literature and its evolution as a discipline, itself derived from a number of affiliated disciplines such as linguistics, literature, anthropology, psychology and history. It will study the correlation between the important ideas of “folk” and “lore” and from there, look at some of the historical avenues through which the study of folklore is perpetuated. This course will also equip students to understand the ways in which oral and literate (written) cultures function and how folklore is linked with oral history, cultural studies etc.

**Unit 1: Defining “folk” and “lore”:** Conceptual Understanding of Folk, Towards a Definition of Folklore, Folklore and Tradition, Folklore and identity

**Unit 2: Historical Evolution of Folkloristics:** Popular Antiquities, Romantic Nationalism, Fields of Folklife Study

**Unit 3: Understanding Orality -1:** The Orality of Language, Oral-Written Continuum, Oral traditions

**Unit 4: Understanding Orality - 2:** Oral Formulaic Theory, Oral History

**Unit 5: Folklore and Culture:** Multiforms, folklore and cultural worldview, folklore and meaning

### **Suggested Readings:**

Bauman, Richard. *Verbal Art as Performance*. Illinois, Waveland Press, 1977.

Ben, Amos, Dan. *Folklore genres*. Austin University of Texas Press, 1976

----- “Towards a definition of folklore” in *Folklore in context*, New Delhi, South Asian publisher, 1982.

----- *Folklore in the context*, New Delhi, South Asian publisher, 1982

Bhagavat P.D. *The Riddles in Indian Life, Lore and Literature*, Bombay, Popular Prakashan, 1965

Blackburn H. Stuart, A.K. Ramanujan. *Another Harmony, New Essays and the Folklore of*

*India*. Berkeley, University of California Press, 1985.  
 Bronner, Simon. *Folklore: The Basics*. Routledge, 2016.  
 Dorson, Richard. *Folklore and Folklife*. University of Chicago Press, 1982  
 Dundes, Alan. *Analytical Essays in Folklore*. Mouton, 1975.  
 ---. *Folklore Matters*. University of Tennessee Press, 1993.

## **SEMESTER-II**

### **MALC-201: Morphology**

**Course Objective:** The overall objective of the course is to understand the internal structure of words. Besides, the course is also designed to provide information how a language building relates to words, constituent parts, and their morphemes.

**Unit 1:Basic Concepts:**Notions of Morphemes, Morphs, Allomorphs; Classification of morphemes: free, bound, root, stem; Affixes: prefix, infix, suffix and circumfixes; content and function words; invariant words; open versus closed class words.

**Unit 2:Morphological construction:** Inflection and Derivation; Compounding: semantic classification of compound: endocentric, exocentric, copulative, appositional, Dvanda, Bahuvrihi; formal classification of compound: nominal compound, adjectival compound and verbal compound.

**Unit 3:Word Formation Rules:** Morphophonemic processes; Item and Process and Item Arrangement and Word and Paradigm.

**Unit 4:Morphological Classification of Languages:** Agglutinating Languages, Inflectional Languages, isolating Languages and Polysynthetic Languages; Identification and isolation of Morphemes: Nida's principles of Morpheme Identification.

**Unit 5:Morphology-syntax interface:** Words and phrase; new morphology; actual and potential words; words and idioms; proverbs.

### **Suggested Reading:**

Aronoff, Mark. *Word Formation in Generative Grammar*, Cambridge, Mass: MIT Press, 1976.  
 Aitchison, J. *Words in the Mind*, Oxford: Basil Blackwell, 1987.  
 Bauer, Laure. *English Word Formation*, London: Cambridge University Press, 1983.  
 Bresnan, J(ed). *The Mental Representation of Grammatical Relations*, Cambridge, Mass: MIT Press, 1982.  
 Hockett, Charles F., *A Course in Modern Linguistics*, New York: Macmillan, 1965.  
 Kattamba, F. *Morphology*, London: St. Martin's Press, 1993.  
 Mathews, P.H. *Inflectional Morphology*, Cambridge, Cambridge University Press, 1972.  
 Matthews, P.H. *Morphology*, London: Cambridge University Press, 1974.  
 Nida, Eugene. *Morphology*, Ann Arbor: University of Michigan, 1949.

R.K.*Hindi Morphology: A Word-Based Description*, Delhi: Motilal Banarsidass, 1997.  
Spencer, A.*Morphological Theory*, Oxford: Basil Blackwell. Singh, R. and Agnihotri, 1991.

### **MALC-202: Anthropological Linguistics**

**Course Objective:** This course explores the dynamic relationship between communication and culture, highlighting how they shape each other across diverse communities worldwide. It examines key topics in linguistics and anthropology, including linguistic diversity, language contact, language change, and face-to-face communication. With the influence of colonialism, globalization, mobility, and emerging technologies, traditional ways of transmitting cultural knowledge and defining identity, community, and the natural environment are evolving. The course focuses on phenomena such as code-switching, creoles, language endangerment, and constructed languages as reflections of these societal shifts. Additionally, it emphasizes the ethical considerations of fieldwork in studying the intersections of language with ecology and identity.

**Unit 1: Historical development of anthropological linguistics:** Franz Boas, Edward Sapir and Benjamin Lee Whorf's contribution; Language and culture, palaeoanthropology, evolution and the origin of language, Verbal communication.

**Unit 2: Introducing field research;** Ethnographic fieldwork, documenting and living culture, Language diversity, endangerment, revitalization.

**Unit 3: Language, culture and cognition;** Orality, performativity, Dell Hymes' Ethnography of speaking, Onomastics: Names and naming practices, color terms, spatial orientation and numeral systems across cultures.

**Unit 4: Language and social structures;** language and kinship systems, Language and power; Language, gender, and sexuality.

**Unit 5: Language and environment;** Language contact, dialects, codeswitching, codemixing in multilingual communities.

### **Suggested Readings:**

Foley, William A. *Anthropological Linguistics*. Oxford: Blackwell, 1997  
Burling, Robins. *Man's many Voices. Language in its cultural context*. New York. ISBN 0030810019. 1997.  
Cassell, Joan. *Ethical principles for conducting fieldwork*. *American Anthropologist* 82: 28-41. 1980.  
Gupta, A. & Stoolman, J. 2021. *Decolonizing US Anthropology*. AAA Annual Mtg Presidential Address.  
Salzman et al. Language Through Time. Pp.141-167 in *Language, Culture, and Society*. Boulder, CO: Westview Press. 2011.  
Anthony, David and Don Ringer. The Indo-European Homeland from Linguistic and Archaeological Perspectives. *Annual review of linguistics*. 1:199-219. 2015.

Bellwood, P. Archaeology and the Origins of Language Families. Pp. 225-244 in Handbook of Archaeological Theories, P. Bentley, H. Maschner, and C. Chippindale (eds.). New York: AltaMira. 2008.

Clendon, M. *Reassessing Australia's Linguistic Prehistory*. Current Anthropology 47: 39-61.2006.

Errington, J. *Getting Language Rights: The Rhetoric of Language Endangerment and Loss*. American Anthropologist 105(4): 723-732. 2003.

Hale, K., M. Krauss, L. J. Watahomigie, A. Y. Yamamoto, C. Craig, L. Masayesva Jeanne, and N.C. England. Endangered Languages. Language 68(1):1-42. 1992.

Schwartz, Saul. The Predicament of Language and Culture: Advocacy, Anthropology, and Dormant Language Communities. Journal of Linguistic Anthropology 28(3):332-355.2018.

### **MALC-203:RESEARCH METHODOLOGY AND ETHICS**

**Course Objectives:** The course aims to equip the students to the different aspects of Research Methods and methodology by providing a strong understanding of the research ethics embedded in the research process. It includes methods of data collection, as well as a unit specifically focused on undertaking indigenous research. It aims to provide a wholistic understanding of the ways in which research in indigenous communities must be done, taking into cognisance their unique cultural baggage.

**Unit-1:Introduction:** meaning and objectives of research, motivation for research, types of research, research approaches, Methods versus methodology, research and Scientific methodology, research process, criteria for good research, ethnography

**Unit-2:Nature and scope of research problem:** selection of research problem or topic, defining a problem, techniques in defining problem, research design, concept of research design, features of good design, different research design.

**Unit 3:Literature review:** conceptual and related reviews, Criteria for selecting a sample procedure, different types of sample designs, random and complex samples, and characteristics of good sample design.

**Unit-4: Hypothesis:** Criteria for Hypothesis construction, Nature of Hypothesis, types of Hypotheses, difficulties in formulating hypothesis, characteristics of a useful hypothesis, various methods of data collection, indigenous research ethics

**Unit-5: Data analysis:** use of computer system, publication and its ethics, preparation of research proposal, report writing.

### **Suggested Readings:**

Brewer, John. *Ethnography*. Rawat Publications, 2010.

Chowdhury, Nimit, Sarah Hussain. *Handbook of Research and Publication Ethics*. Bharti Publications, 2021.

Geertz, Clifford. *The Interpretation of Cultures*. Fontana Press, 2010.

George, Lily. *Indigenous Research Ethics: Claiming Research Sovereignty Beyond Deficit and Colonial Legacy*. Emerald Publishing, 2019.

Gippert, Jost, Nikolaus Himmelman. *Essentials of Language Documentation*. Perfect Paperback, 2006.

Jones, Mari, Sarah Oglivie. *Keeping Languages Alive: Documentation, Pedagogy and Revitalisation*. Cambridge University Press, 2019.

Mir, Urfat, P.C. Joshi et al. *Ethnography and Fieldwork: Foundations of Qualitative Research*. Readers Paradise, 2024.

Raj, Anjali, Anviti Rawat. *Advanced Methodologies of Research in Social Science and Humanities*. Namya Press, 2023.

## **MALC- 204: THEORIES OF FOLKLORE – I**

**Course Objectives:** The course aims to provide a theoretical understanding of some of the key concepts underlying the study of folklore/ folkloristics through which an analytical paradigm can be formulated.

It will throw light on cultural evolution which traces how cultures evolved in primitive society and look at concepts such as monogenesis and polygenesis which posits different theories regarding cultural and language transmission.

**Unit 1: Evolutionary Theories:** Cultural Evolution, E. B Tylor, Andrew Lang, Edwin Hartland

**Unit 2: Diffusion theories (Monogenesis):** Indianists, Egyptianists, Finnish School, C.W. von Sydow, Antti-Aarne

**Unit 3: Diffusion Theories (Polygenesis):** Convergence, Parallelism

**Unit 4: Devolutionary Theories** – Marxists and Elitists

**Unit 5: Origin of Primitive Myths:** Cambridge Ritualists, Solar Mythology or Comparative Philology

### **Suggested Readings:**

Ackerman, Robert. *The Myth and Ritual School: J. G. Frazer and the Cambridge Ritualists*. Garland, 1991.

Dundes, Alan, Bela Bartok. *International Folkloristics: Classic Contributions by the founders of Folklore*. Rowman & Littlefield Publishers, 1999.

Evans-Pritchard, Edward E. *Theories of Primitive Religion*. Oxford UP, 1996

--, *Social Anthropology*. National Academic Press, 2023.

Finnegan, Ruth. *Oral Traditions and the Verbal Arts: A Guide to Research Practices*. Routledge. 1992.

Foley, John Miles. *Oral-Formulaic Theory and Research: An Introduction and Annotated Bibliography*. Garland, 1985. 1965.

Frazer, James. *The Golden Bough: A Study in Magic and Religion (Oxford World's Classics)*. OUP, 2009.

Lang, Andrew. *Myth, Ritual and Religion*. Double 9 books, 2023

McCormick, Charlie T and White, Kim Kennedy, editors. *Folklore: an Encyclopedia*



*of Beliefs, Customs, Tales, Music, and Art*. ABC-CLIO, LLC, 2011.  
Mead, Margaret. *Continuities in Cultural Evolution*. Routledge, 1999.  
Tylor, E. B. *Primitive Culture*. John Murray, 1873.

### **MALC- 205: NARRATOLOGY**

**Course Objectives:** The course offers an introduction to the various aspects of narrative and narratology which underpin narrative study. To this end, the course will equip students to learn about narratology from a multidisciplinary point of view – combining the work of Aristotle with literary critics such as Bakhtin and Genette as well as from a linguistic paradigm of AJ Greimas's work. It will also look at the nature of orality as reflected in the work of Walter J Ong as most north-east Indian tribal cultures are founded on oral traditions.

**Unit 1:** Aristotle - Poetics

**Unit 2:** Mikhail Bakhtin - Heteroglossia, Dialogism

**Unit 3:** Gerard Genette - Narrative Discourse

**Unit 4:** J Greimas - Narrative Grammar

**Unit 5:** Walter J Ong – Psychodynamics of Orality, Literacy and Orality

#### **Suggested Readings:**

Aristotle. *Poetics*. London, Penguin Classics, 1992.  
Bakhtin, M.M. *The Dialogic Imagination: Four Essays*. University of Texas, 1983.  
Cahtman, Semour (1978) *Story and Discourse: Narrative Structure in Fiction and Film*, Ithaca, Cornell University press.  
Culler, Jonathan and Genette, Gerard. *Narrative Discourse*. Cornell University Press, 1983.  
Fine, Elizabeth C (1984) *The Folklore Text: From Performance to Print*, Bloomington, Indiana University Press.  
Greimas, A. J. *Semiotics and language: An Analytical Dictionary*. Import, 1983.  
Ong, Walter. *Orality and Literacy*. London, Routledge, 2012.  
Schliefer, Ronald. A.-J. *Greimas and the Problem of Meaning: Linguistics, Semiotics, and Discourse Theory*. University of Nebraska Press, 1983

### **SEMESTER-III**

### **MALC-301: LANGUAGE ENDANGERMENT AND DOCUMENTATION**

**Course objective:** This paper will equip the learners the concept of language endangerment and revitalisation. The paper further delves into the different causes for language endangerment and necessity to document the languages. It will give a foundational knowledge in language documentation, focusing on endangered languages of the Indian subcontinent and the Southeast Asian plateau. Students will learn to collect, transcribe, and analyze linguistic data, develop writing systems for unwritten languages, and create basic

teaching materials. The course also emphasizes the importance of language revitalization, preservation of indigenous knowledge, and archiving cultural and linguistic heritage through both traditional and digital means.

**Unit 1: Language Vitality, Endangerment & Revitalization:** Language Vitality Assessment, Endangerment situation; causes of language endangerment, necessity for Revitalization, linguist role in revitalization, UNESCO framework on language endangerment and vitality.

**Unit 2: General issues on Language Endangerment:** language contact, language shift, language loss and language death; UNESCO' declaration on endangered languages and its motive for safeguarding level of language endangerment.

**Unit 3: Fieldwork and Linguistic Analysis:** locating speakers and collecting data, investigator's assumption, and methodologies: participant observation, interpretation and analysis of language data; preparation of teaching materials; devising writing system of unwritten languages.

**Unit 4: Revitalisation and Preservation of Endangered Languages:** revitalization and preservation of indigenous lexical items; encouragement of indigenous people to preserve their languages: awareness programme, counselling and some sort of academic activities like recitation of folk rhymes, tales that have been used in oral form from generation to generation; language usage and maintenance.

**Unit 5: Archiving of Cultural and Linguistic Heritage:** Documentation of traditional art form of indigenous people of South East Asia, collection and archiving of written materials, manuscript; digital recording of folk tales, folk songs etc.

### **Suggested Readings**

Abbi, Anvita. *A manual of linguistic fieldwork and structures of Indian Languages*. Munich: LINCOM Europa, 2001.

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

Briggs, Charles L. *Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research*. Cambridge: Cambridge University Press, 1986.

Burling, Robbins. *Learning a Field Language*. Prospect Heights, Illinois: Waveland Press, 2000.

Crowley, Terry & Nick Thieberger. *Field Linguistics: A Beginner's Guide*. Oxford: Oxford University Press, 2007.

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

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

Dwyer, A.M. *Tools and techniques for endangered-language assessment and revitalization*, 2009.

Harrison D. *When languages Die: The Extinction of Human Knowledge*. Oxford: Oxford University Press. 2007.

Himmelman, N.P. *Documentary and Descriptive Linguistics*. Linguistics Vol. 36. Pp. 161-195. 1998.

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

Hinton, Leanne and Ken Hale. ed. *The Green Book of Language Revitalization in Practice*. San Diego: Academic Press, 2001.

Vaux, B. & Cooper, J. *Introduction to Linguistic Field Methods*. Munich: LINCOM Europa, 1999.

### **MALC-301: Field Linguistics**

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

**Unit 1: Introduction to field Linguistics:** What does it involve, Objectives of field linguistics

**Unit 2: Language families in India:** General background of different language families in India, Contact languages and areal universals

**Unit 3:Fieldwork preparation:** Methodology, participatory character, selection of language and area, informants and consultants, preparing questionnaire, equipment handling, budgeting and luggage, Leipzig Glossing Rules

**Unit 4:Data collection and analysis:** Elicitation and various methods, interrogation techniques with informants, Transcription of data, collection of wordlist for making dictionary, narratives, folk songs, and others, glossing the data using Leipzig glossing rules, Data analysis, morphology and syntax, semantics and social aspects

**Unit 5:Data backup:** Making CDs, typing, digitizing data, Machine Translation; Text processing; Tagging and annotation;

### **Suggested Readings**

Abbi, Anvita. *A manual of linguistic fieldwork and structures of Indian Languages*. Munich: LINCOM Europa, 2001.

Briggs, Charles L. *Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research*. Cambridge: Cambridge University Press, 1986.

Burling, Robbins. *Learning a Field Language*. Prospect Heights, Illinois: Waveland Press, 2000.

Crowley, Terry & Nick Thieberger. *Field Linguistics: A Beginner's Guide*. Oxford: Oxford

University Press, 2007.

Newman, Paul & Martha, Ratliff. (ed.) *Linguistic Fieldwork*. Cambridge: Cambridge University Press, 2001.

Vaux, B. & Cooper, J. *Introduction to Linguistic Field Methods*. Munich: LINCOM Europa, 1999.

## **MALC-302:LANGUAGE AND MIND**

**Course Objective:** This course aims to provide an in-depth understanding of the relationship between language and the mind, exploring the biological, cognitive, and social foundations of language. It will cover key psycholinguistic issues, including language processing, production, and comprehension, as well as the clinical aspects of language disorders. Students will also examine the interaction between language, culture, and cognition, and the influence of linguistic structures on human thought processes.

**Unit 1:Language and Mind:** historical overview of psycholinguistics; theoretical orientations to the study of language; experimental studies.

**Unit 2: Biological Foundations:** Rationalism vs. empiricism; language and primate communication; brain and language; cerebral dominance and lateralization; language in an evolutionary context.

**Unit 3:Representation and processing Production:** perception and comprehension of language; process, evidence and strategies; mental representation, internal lexicon, lexical access.

**Unit 4:Clinical psycholinguistics:** Pathology and brain functions, aphasia, dyslexia and other conditions; stuttering and hearing impairment.

**Unit 5:Language, culture and Cognition:** The Sapir-Whorf Hypothesis; lexical and grammatical influences on cognition; linguistic universals; perceptual, cognitive and social categories.

### **Suggested Readings:**

Aitchinson, Jean. *The Articulate Mammal*. London: Hutchinson, 1983.

Bickerton, D. *Language and species*. Chicago: University Press of Chicago, 1990.

Caplan, D. *Neurolinguistics and linguistic Aphasiology*. Cambridge: Cambridge University Press, 1987.

Carroll, David W. *Psychology of Language*. California: Books / Cole publisher Co. Publisher Co. California, 1994.

Chomsky, N. *Language and mind*. New York: Hartcourt, Brace and Jovanovich. Chomsky, Noam 2006. *Language and Mind*, Cambridge University Press. 1968.

Clark, Herbert. H. and Eve V. Clark. *Psychology of language*. New York: Hartcourt Brace Jovanovich, 1977.

Dabrowska, Ewa. *Language, Mind and Brain*. Edinburgh University Press, Edinburgh. 2004.

Evans, Vyvyan and Melanie Green. *Cognitive Linguistics: An Introduction*. Edinburgh University Press, Edinburgh, 2006.

Field, John. *Psycholinguistics – A Resource Book for Students*. Taylor & Francis, London, 2003.

Gaskell, G. et al. *The Oxford Handbook of Psycholinguistics*, Oxford University Press, London, 2007.

Kess, Joseph F. *Psycholinguistics*: Amsterdam/ Philadelphia: John Benjamin. 1992.

McNeill, D. *The conceptual basis of language*. Hillsdale, N.J.; Lawrence Erlbaum Associates, 1979.

Gary D. *Psycholinguistics: the experimental study of language*. London: Croom Helm. Shapiro, 1984.

Theodore, *Clinical psycholinguistics*. New York: Plenum Press, 1979.

Steinberg, Dany D. *Psycholinguistics: Language, Mind and the World*. London: Longman, 1982.

## **MALC- 302: MULTILINGUALISM AND LANGUAGE POLICY**

**Course objective:** This course investigates multilingualism through multiple lenses, including how individuals acquire and process multiple languages, the effects of sociocultural factors on language use, and the phenomena of code-switching and language attrition. It explores the outcomes of language contact in multilingual societies, such as bilingualism, pidgin formation, creole development, and language death. The course also emphasizes the role of language policy in shaping societal attitudes towards multilingualism, with a particular focus on the language policies of India and their influence on education and literacy.

**Unit 1: Multilingualism:** Basic concepts Monolingualism, bilingualism and multilingualism; individual, social and social psychological aspects of multilingualism; multilingualism and the human brain

**Unit 2: Multilingual societies:** Simultaneous acquisition of several language; language in education and the multilingual classroom; patterns of language use and language dominance configuration; researching multilingual societies.

**Unit 3: Linguistic aspects:** Process of selecting a standard language: codification and elaboration; academy based and free enterprise standardization; interference; code-mixing and code-switching.

**Unit 4: Language attitudes and social stereotypes:** Language and identity; measurement of social and linguistic attitudes; social stereotypes; language proficiency and language attitudes

**Unit 5: Language policy of India:** What is Language policy, Language Policy of India; Types of language Planning: Corpus planning, status planning, graphization and modernization and standardization; Typologies of Language Policy: Typologies given by Kloss and Schiffman.

### **Suggested Readings:**

Weber, J. J. ,& Horner, K. *Introducing multilingualism: A social approach*. NY: Routledge. 2012.

Agnihotri, R.K. *Sociolinguistic theory and practice: The Indian counterpoint*, 2002.

Annamalai, E. *Managing Multilingualism in India: Political and Linguistic Manifestations. Series on Language & Development*) New Delhi: Sage, 2001.

Brass, P.R. *Language, religion and Politics in North India*. Delhi: Vikas Publishing House, 1975.

Coupland, N. and Jaworski, A. ed. *Sociolinguistics: A Reader and a Course Book*. London: Macmillian, 1997.

Fishman, J.A. ed. *Advances in Language Planning*. The Hague: Mouton, 1974.

Hudson, R.A. *Sociolinguistics*. Cambridge: Cambridge University Press, 1985.

Hasnain, I.S. ed. *Standardization and Modernization: Dynamics of Language Planning*. New Delhi: Bahri Publication, 1995.

Jessner, U. *Linguistic Awareness in Multilinguals*. Edinburgh: Edinburgh University Press. 2006.

Jhingran, D. *Language Disadvantage: The Learning Challenges in Primary Education*. New Delhi: APH Publishing Corporation, 2005.

Pattanayak, D.P. *Multilingualism and Mother tongue Education*. Delhi: Oxford University Press, 1981.

Sharma, P.G. and S. Kumar. ed. *Indian Bilingualism*. Agra: Kendriya Hindi Sansthan, 1977.

### **MALC- 303:LANGUAGE TYPOLOGY AND LANGUAGE UNIVERSALS**

**Course Objectives:** This course intends to train the students to analyse sentence structures across different languages and identify the typological features of the languages under study and to classify them into the various language families that exist in the world.

**Unit 1:Language Typology:** Classification, taxonomy and typology; Comparative Study of languages; History of Language typology.

**Unit 2:Language Universals:**Different types of Universals; Chomskyan Universals; substantive and formal universals; Greenberg's Universals; implicational universals, absolute universals and statistical universals.

**Unit 3:Morphological Typology:**Isolating, agglutinating, inflecting, polysynthetic

**Unit 4:India as Linguistic Area:** Phonological Features of South Asian Languages: Retroflexion, Aspiration, Length Contrast in Vowels and Consonants, Vowel Harmony; Morphological Features: Reduplication, Echo-Formation, Mimetic words; Syntactic Features: Split-Ergativity, Causatives, Complex Verbs, Relatives-Correlatives

**Unit 5:Semantic and sociolinguistic typology:** Universals of the semantics of kinship and colour terms; politeness phenomena and Brown and Levinson's cross cultural universals.

**Suggested Readings:**

- Abbi, A. *Reduplication in South Asian languages. An Areal, Typological and Historical Study*. Delhi. Allied Publishers. 1991.
- Abbi, A. *Semantic Universals in Indian Languages*. Shimla: Indian Institute of Advanced Studies. 1994.
- Comrie, B. *Language Universals and Linguistic Typology*. Oxford: Basil Blackwell, 1981.
- Croft, W. *Typology and Universals*. Cambridge: Cambridge University Press, 1990.
- Dryer, M.S. *Large linguistic areas and language sampling*. *Studies in Language* 13, 257-292, 1989.
- Greenberg, J. H. (ed). *Universals of language, Vols 1-2*. Cambridge, MA: MIT Press
- Hawkins, J. A. 1983. *Word Order Universals*. New York: Academic Press, 1966
- Hawkins, J. A. *A Parsing theory of word order universals*. *Linguistic Inquiry* 21, 223-261, 1990.
- Krishnamurti, Bh., Colin Masica, and Anjani Sinha, eds. *South Asian Languages: Structure, Convergence and Diglossia*. New Delhi: Motilal Banarasidass, 1986.
- Lehmann, W.P. (Ed). *Syntactic Typology*. Austin: U of Texas Press, 1978.
- Lust, Barbara C., Kashi Wali, James W. Gair, K. V. Subbarao (eds), *Lexical Anaphors and Pronouns in Selected South Asian Languages*. 1999.
- Masica, C. P. *South Asia as a Linguistic Area*. Chicago. Chicago University Press, 1976.
- Masica, C. P. *Indo-Aryan Languages*. Cambridge: Cambridge University Press, 1991.
- Subbarao, K. V. *South Asian Languages: A Syntactic Typology*. Cambridge and New Delhi: Cambridge University Press, 2012.

### **MALC- 303: Lexicography**

**Course Objective:** The course aims to equip students with a solid foundation in lexicology and lexicography by exploring the intricate relationship between lexicon and grammar, as well as the structure and function of lexemes. It delves into the analysis of form-meaning relationships and lexical variations, including idiomatic expressions and cultural nuances. The course also covers different types of dictionaries and their classification, while offering practical insights into the dictionary-making process, from planning and material collection to entry selection and organization. Additionally, it addresses the challenges of fieldwork, data collection, and creating dictionaries for unwritten languages, guiding students in applying lexicographic methods effectively.

**Unit 1:Linguistic Perspective:** Lexicology and Lexicography, Lexicography and Linguistics, Lexicon and Grammar; lexeme and word; vocable and term; importance of dictionary.

**Unit 2:Structure and Function of Lexeme:** Form Meaning relationship, Simple and composite; Nature and combination: collocative, derivative, connotative, proverbs and idioms; variation: dialectal, sociological; Meaning: lexical vs. grammatical, denotative vs. connotative, collocational vs. contextual; form-meaning relationship: polysemy, homonymy, synonymy, antonymy, hyponymy.

**Unit 3:Types of Dictionaries:** Criteria for classification: Synchronic vs. Diachronic/ Historical, Restricted/Special vs. Non-restricted/General, Monolingual, Bilingual and Multilingual Dictionary. Thesaurus vs Encyclopaedic Dictionary, Linguistic Dictionary vs Non –Linguistic Dictionary. Multilingual vs Written and Un –Written Language Dictionary.

**Unit 4:Dictionary Making:** Planning and collection of material, Selection of entries, management of entries, labelling and grammatical information, equation, illustration, cross reference; Preparation of press copy: Arrangement of entries, alphabetical, semantic and casual; Notation and format: purpose and scope, reader's guide, guide to pronunciation, abbreviations, use of punctual and symbols.

**Unit 5:Specific Problems:** Field work, data collection, selection and arrangement of entries, interpretation of culture specific meaning, phonetic transcription, preparation of synchronic and diachronic dictionaries, and an unwritten language; Spelling and pronunciation and Orthography; Reference and cross reference; sub-entries; use of abbreviation.

### **Suggested Reading**

Abbi, Anvita. *Dictionary of the Great Andamanese Language*. Delhi, India, Ratna Sagar, 2012.

Annaimalai, E. *The Nature of Lexicography*, CIIL, Jamia Milia, New Delhi, 1978.

Granger, Sylviane and Paquot, Magali (Eds.). *ElectronicLexicography*. Oxford University Press, 2012.

Hartmann, R.R.K. and James, G. *Dictionary of Lexicography*. Routledge, London, 1998.

Katre, S.M. *Lexicography*. Annamalai Nagar. Annamalai University, 1965.

Kurath, M. *The Semantic Patterning of Words*. Washington: Georgetown University, 1961.

Sebeok, T. A. (Ed). *Current Trends In Linguistics, Vol. I*. The Hague: Mouton, 1963.

Singh, R. A. *Lexicology and Lexicography*. Mysore: CIIL.1983.

Zgusta, L. *Manual of Lexicography*. The Hague: Mouton, 1971.

### **MALC-304: GENDER AND FOLKLORE**

**Course Objectives:** The course aims to study gender from the paradigm of folklore, and look at how gender roles, gender perspectives and gendered spaces are reflected in lore such as narratives, rituals and performance. To this end, the course will equip the students with a theoretical understanding of feminist criticism but also chart the ways in which gender becomes an important marker for understanding social apparatuses.

**Unit 1:** Gender as a Social Construct

**Unit 2:** Gender Spectrum and Society, Queer Theory

**Unit 3:** Gender as a category for Analysis, Gender Performances, Reflections in Folklore

**Unit 4:** Women and Traditional Knowledge



## **Unit 5: Feminist Criticism, Feminist Criticism and Language**

### **Suggested Readings:**

- Barry, Peter. *Beginning Theory*. Manchester University Press, 2011.
- De Beauvoir, Simone. *The Second Sex*. New York, 1952
- Geertz, Clifford. *Local knowledge*, Fontana Press, 1983
- Gilbert, Sandra and Gubar, Susan. *No Man's Land: The Place of the Woman Writer in the Twentieth Century*. Yale University Press, 1988.
- Handoo, J. P. *Folklore in Modern India*. CIIL, 1998.
- Moi, Toril. *French Feminist Thought: A Reader*. Blackwell, 1987.
- , *What is a Woman?*, Oxford University Press, 2001.
- Ong, Walter. *Orality and Literacy*. Routledge, 1982.
- Showalter, Elaine, *The New Feminist Criticism: Essays on Women, Literature and Theory*, Pantheon, 1985.
- Woolf, Virginia. *A Room of One's Own*. Oxford University Press, 2008

## **MALC-304: SEMIOTIC APPROACHES**

**Course Objectives:** This course aims to equip students with a comprehensive understanding of semiotics and theory and its application across various fields. It aims to provide an understanding of the semiotic process involved in the study of folk culture studies. By exploring the historical and foundational concepts of semiotics, students will be able to critically analyze the role of signs and symbols across culture and media text.

**Unit-1:**History of Semiotics

**Unit-2:**Concepts and Methods of Semiotics

**Unit-3:**Semiotics and its application – Semiotics of Culture, Semiotics in Media

**Unit-4:**Roman Jakobson Communication Models

**Unit-5:**Dell Hymes Speaking Model

### **Suggested Readings:**

- Chandler, Daniel. *Semiotics: The Basics*. Routledge, 2022
- Eco, Umberto. *Semiotics and the Philosophy of Language*. Indiana University Press, 1996.
- Hawkes, Terence. *Structuralism and Semiotics*. New Accents, 2003.
- Holenstein, Elmar. *Roman Jakobson's Approach to Language: Phenomenological Structuralism*. Indiana: Indiana University Press, 1977.
- Hymes, Dell. *Ethnography, Linguistics, Narrative Inequality: Towards an understanding of voice*. London: Taylor & Francis, 2003.
- , *Foundations in Socio Linguistics: An Ethnographic Approach*. University of Pennsylvania Press, 1974.
- Liszka, JJ. *A General introduction to the semeiotic of Charles Sanders*. London; John Wiley & Sons, 1996.
- Ogden, C. K. and I. A. Richards. *The Meaning of Meaning: A Study of the Influence of Language upon Thought and of the Science of Symbolism*. Import, 1989.

Sassure, Ferdinand D. *Course in General Linguistics*. New York: Bloomsbury Publishing India Private Limited, 2013.

## **MALC- 305: EXPLORING FOLKLORE GENRES**

**Course Objectives:** The course provides an understanding of the various genres available in folklore research. It looks at how the concept of genre can be applied to the study of folklore, while at the same time, looking at genres from a contextual point of view. The course will delve into an in-depth, multifaceted study of the various genres and also throw light on the universalism of the folklores by referencing the Stith Thompson, ATU index of folk literature which categorizes folk narratives by tale-types and motifs.

**Unit 1: Folk Genres as a Distinct Category:** Concept of Genre, Folklore Classification and Typology

**Unit 2: Oral Folklore:** Folk Narrative, Narrative Folk Poetry, Folk Epic, Proverbs and Proverbial Expression, Riddle, Speech

**Unit 3: Social Folk Customs:** Festivals and Celebrations, Recreation and Games, Folk Medicine, Folk Religion

**Unit 4: Performing Folk Arts:** Folk Drama, Folk Music, Folk Dance

**Unit 5: Indices of Folklore:** Stith Thompson Index of Folklore, ATU Index

### **Suggested Readings:**

Aarne, Antti, and Stith Thompson. *The Types of the Folktale: A Classification and Bibliography*. Academia Scientiarum Fennica, 1964.

Bronner, Simon. *Folklore: The Basics*. Routledge, 2016.

Degh, Linda. *Legend and Belief: Dialectics of a Folklore Genre*. Indiana University Press, 2001.

Dorson, Richard. *Folklore and Folklife*, University of Chicago Press, 1982

Dundes, Alan. *The Meaning of Folklore*. University of Colorado Press, 2020.

---. ed, *The Study of Folklore*. Prentice Hall, 1965.

Foley, John Miles. *Oral-Formulaic Theory and Research: An Introduction and Annotated Bibliography*. Garland, 1985.

Krohn, Kaarle. *Folklore Methodology*. University of Texas Press, 1971.

Lord, Albert B. *Epic Singers and Oral Tradition*. Cornell UP, 1991.

Lomax, Alan. *Cantometrics: A Method in Musical Anthropology*. University of California, 1976.

---. *Folk Song Style and Culture*. American Association for the Advancement of Science, 1968.

Mac Coinnigh, M. "Structural Aspects of Proverbs". in H. Hristova- Gotthardt, & M. Aleksa Varga (Eds) *Introduction to Paremiology: A Comprehensive Guide to Proverb Studies*, pp 112-132.

Mieder, Wolfgang. *International Proverb Scholarship: An Annotated Bibliography*. Garland, 1990.

---. *Proverbs are Never out of Season: Popular Wisdom in the Modern Age*. Oxford UP, 1993.

---ed. *Wise Words: Essays on the Proverbs*. Garland, 1993.

---., and Alan Dundes, eds, *The Wisdom of Many: Essays on the Proverb*. Garland, 1981.

### **MALC-305: BEYOND ETHNOGRAPHY**

**Course Objectives:** A unique aspect of this course is the study of narration through song and poetics. To this end, the course offers a multidisciplinary study derived from linguistics (Dennis Tedlock and Dell Hymes) and musicology. It is an attempt at conversely, preserving the vanishing singing and narrative traditions of indigenous and minority communities who had a strong oral tradition and show indigenous and vernacular poetics make the folk form unique in itself. It will study how internal aspects of narration and music parts contribute to the richness of a particular folk tradition and as such look at narrative and music in culture and as culture.

**Unit 1:** Introduction to Ethnopoetics – Dennis Tedlock

**Unit 2:** Ethnopoetics – Dell Hymes

**Unit 3:** Folklore and Narrative

**Unit 4:** Ethnomusicology – Historical Evolution, theoretical frameworks – Music in Culture – Music as Culture

**Unit 5:** Exploring Folk Song tradition of North East India

#### **Suggested Readings:**

Berger, Harris, Ruth Stone. *Theory for Ethnomusicology: Histories, Conversations, Insights*. Indiana University Press, 2019.

Bhattacharya, Neeladri, Joy L K Pachau (eds). *Landscape, Culture, and Belonging: Writing the History of Northeast India*. Cambridge University Press, 2013.

Bohlman, Philip V. *Folk Music in the Modern World*. Indiana UP, 1988.

Gilman, Lisa, John Fenn. *Handbook for Folklore and Ethnomusicology Field work*. Indiana University Press, 2019.

Handoo, Jawaharlal and Siikala (eds). *Folklore and Discourse*. Mysore: Zooni Publications, 1999.

Hymes, Dell. *Now I only know so far: Essays in Ethnopoetics*. University of Nebraska Press, 2003.

Marcus, George E and Fischer, Michael M. L. *Anthropology as Cultural Critique*. University of Chicago Press, 1986.

Rothenberg, Diane, Jeremy Rothenberg. *Symposium of the Whole: A Range of Discourse Towards an Ethnopoetics*, Paperback Import, 2016.

Schneider, William. *Living with Stories: Telling, Re-telling, and Remembering*. Utah State UP, 2008.

Webster, Anthony, Paul Kroskrity. *The Legacy of Dell Hymes: Ethnopoetics, Narrative Inequality, and Voice (Encounters: Explorations in Folklore and Ethnomusicology)*. Indiana University Press, 2015.

### **SEMESTER-IV**

## **MALC-401:Basic Syntax**

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

**Unit1:Introduction:**Definition of syntax, basic concepts in syntax,word and sentence, agreement structure

**Unit 2: Phrase and its types:** Definition of phrase, different types of phrases, Fundamental concepts in syntactic theory; Approaches to syntax; Phrases- the building blocks of sentence formation; Phrase Structure Rules.

**Unit 3: Clauses and sentences:** Definition of clause, different types of clauses, definition of sentence, sentence types; simple, complex, compound; sentence types based on functions.

**Unit4:Word Classes:** Determining Part of Speech, Major Parts of Speech: N, V, Adj, Adv ,Open vs Closed, Lexical vs Functional, Subcategories and Features of Nouns and Verbs

**Unit5:Interface between morphology and syntax:** interface between syntax and semantics, Word order, word order in north east languages with reference to Naga languages,

## **Suggested Readings**

Carnie, Andrew. *Syntax: a Generative Introduction*. Second Edition. Blackwell Publishing, 2006.

Culicover, P. W. *Principles and Parameters: An Introduction to Syntactic Theory*. Oxford: Oxford University Press, 1997.

Haegeman, L. & J. Gueron. *English Grammar: A Generative Perspective*. London: Blackwell, 1991.

Riemsdijk, H. Van & E Williams. *Introduction to the Theory of Grammar*. Cambridge: Cambridge University Press, 1986.

Crystal, D. *Linguistics*. Penguin Books, 1990.

Palmer, F. R. (second edition). *Grammar*. Penguin Books, 1972.

Carnie, Andrew. *Syntax: A Generative Introduction*(3rd Edition). Wiley-Blackwell, 2013.

Haegeman, Lilliane. *Introduction to Government and Binding Theory* (2nd Edition). Oxford: Blackwell. 1994.

Koenenman, Olaf and Hedde Zeijlstra. *Introducing Syntax*. Cambridge: Cambridge University Press, 2017.

Larson, Richard K. *Grammar as Science*. Cambridge, MA: MIT Press, 2010.

## **MALC-402:Structural and Typological Aspects of Naga Languages**

**Course Objectives:** This course intends to give the students a thorough understanding of phonology, morphosyntax and semantic-pragmatic features present in Naga languages in

terms of descriptive linguistics and areal typology. This course serves as a field linguist's guide, preparing students for fieldwork and research in Naga linguistics.

**Unit 1: Distribution and classification of NE Indian Languages:** Assam, Arunachal Pradesh, Nagaland, Manipur, Meghalaya, Mizoram and Tripura; classification: Grierson's Linguistic Survey of India, Shafer, Benedict, Bradley, Matisoff, DeLancey, Burling.

**Unit 2: Phonological structure of Naga Languages:** phonemic inventory specific to Naga languages, phonation processes: voicing: breathy voiced, and aspiration, syllabic structure and tonal patterns in Naga languages.

**Unit 3: Morphological structure of Naga Languages:** nominal morphology: number, gender, classifiers, word formation processes: derivation, compounding and reduplication; verbal morphology: tense, aspect and mood in Naga languages.

**Unit 4: Syntactic structure of Naga Languages:** word/constituent order in Naga languages, pro-drop, agreement, relativization, causativisation, verb serialization, nominalization, and relativization.

**Unit 5: Language shift, Loss and Endangerment in Naga Languages:** bilingualism/multilingualism and language contact in Naga communities, factors and levels of language endangerment among Naga languages, language maintenance and revitalization in the context of Naga languages.

### **Suggested Readings**

- Abbi, Anvita. *A Manual of linguistic fieldwork and structures of Indian Languages*. Munich: LINCOM Europa, 2001.
- Acharya, K. P. *Lotha Grammar*. India, Central Institute of Indian Languages, 1983.
- Bhat, D.N.S. *The prominence of tense, aspect and mood*. Amsterdam/Philadelphia, John Benjamins, 1999.
- Bhat, D.N.S. *Pronouns*. Oxford, Oxford University Press, 2004.
- Bhattacharya, P.C. *A Descriptive Analysis of Bodo Language*. Gauhati University Press. Guwahati, 1977.
- Coupe, Alexander Robertson. *A grammar of Mongsen Ao*. Germany, Mouton de Gruyter, 2007.
- Hutton, John Henry, and Mukhopadhyay, Satkari. *Chang Language, Grammar and Vocabulary of the Language of the Chang Naga Tribe*. India, Gian Publishing House, 1929.
- Joseph, U.V. and Burling, Robbins. *The Comparative Phonology of the Boro-Garo Languages*. Central Institute of Indian Languages. Mysore, 2006.
- Subbarao, K.V. *South Asian Languages: A Syntactic Typology*. Cambridge and New Delhi, Cambridge University Press, 2012.
- Morey, Stephen. *The Tai languages of Assam- A Grammar and Texts*. Pacific Linguistics/ANU Press. Canberra, 2005.

Nagarajan, Hemalatha. *The Routledge Companion to Linguistics in India*. United Kingdom, Taylor & Francis. 2024

Payne, Thomas. *Describing Morphosyntax: A guide for field linguistics*. Cambridge: Cambridge University Press, 1997.

Singh, Ch. Yashawanta. *Manipuri Grammar*. Rajesh Publications. New Delhi, 2000.

Veikho, Sahiini Lemaina. *Grammar of Poumai Naga (Poula): A Trans-Himalayan Language of North-East India*. Netherlands, Brill, 2021.

### **MALC-403:Language & Society**

**Course Objective:** The course aims to provide a broad understanding of how language functions within society. It covers key sociolinguistic concepts like speech communities, language varieties, and bilingualism. Students will explore the social factors influencing language use, including dialects, code-switching, and language shift, as well as issues of social inequality, such as gender differences and linguistic variation. The course prepares students to analyze language behavior in various social contexts and understand the social dimensions of language change.

**Unit 1:Language and Society:** Speech community and verbal repertoire; competence, performance and communicative competence; Sociolinguistics & sociology of language. Linguistics & anthropology, linguistics & sociology.

**Unit 2:Language Varieties:** Standard languages. Dialects, idiolect, registers, class and caste dialects, standard vs. non-standard, colloquial vs. non-colloquial varieties, social and regional dialects; Language & style. Bell's criteria for different kinds of languages.

**Unit 3: Language in Contact:** Bilingualism and multilingualism, types of bilingualism and bilinguals; Attitude and motivation related to Bilingualism; Diglossia; Borrowing; Code mixing and code switching; pidgins and creoles; Language maintenance and language shift; Language death.

**Unit 4:Factors of culture and Society Change:** Internal and External stimuli, acculturation, integration and assimilation process, culture shock. Modernization, Globalization, Universalization and Westernization

**Unit 5:Language and Social Inequality:** Bernstein's concept of restricted and elaborated codes. Black English and its consequences for education. Language and sex: male-female differences. Linguistic variation studies.

### **Suggested Readings**

Aitchison, J. *Language Change: Progress or Decay?* (3rd ed). Cambridge: CUP, 2000.

Cameron, D. *The Myth of Mars and Venus*. Oxford: OUP, 2007.

Chambers, J.K., Peter Trudgill, and Natalie Schilling-Estes. (eds) 2002. *The handbook of language variation and change*. Oxford: Blackwell.

Chambers, J.K. *Sociolinguistic Theory: Linguistic Variation and its Social Significance*, 2003.

Coates, J. *Women, Men and Language: A Sociolinguistic Account of Gender Differences in Language*. Oxford: Blackwell, 2004.

Dittmar, N. *Foundations in sociolinguistics*. London: Edward Arnold, 1976.

Fasold, R. *The Sociolinguistics of Society*. Oxford: Basil Blackwell, 1984.

Fishman, J.A.(ed). *Readings in the Sociology of Language*. The Hague: Mouton, 1968.

Fishman, J.A. (ed). *Advances in the study of Societal Multilingualism*. The Hague: Mouton, 1978.

Giglioli, P.P. (ed). *Language and Social Context*. Harmondsworth: Penguin, 1972.

Hudson, R.A. *Sociolinguistics*. London: Cambridge University Press, 1979.

Hymes, D. *Pidginization and Creolization of Languages*. London: Cambridge University Press, 1971.

Holmes, J. *An Introduction to Sociolinguistics (3rd ed)*. London: Pearson Longman, 2008.

Phillipson, Robert. *Linguistic Imperialism*. Oxford: Oxford University Press, 1992.

## **MALC- 404: THEORIES OF FOLKLORE – 2**

**Course Objectives:** The course offers an in-depth study of some of the major movements and theories encapsulating the study of culture and folklore. By combining literary and cultural theory with psychoanalytic and performance theories, the course imparts knowledge on the approaches used in different disciplines in the analysis of lore and cultural practices such as rituals. This course would be imperative for any student undertaking a study of culture to be aware of the use of theory towards an elucidation of meaning embedded in culture and cultural practices.

**Unit 1: Meaning and tenets of Structuralism and Poststructuralism** – Ferdinand De Saussure -Roland Barthes – Jacques Derrida

**Unit 2: Syntagmatic approach:**Meaning of Syntagm - Vladimir Propp and application to folklore – Morphology of the Folktale - Narratemes

**Unit 3: Paradigmatic approach:** Meaning of Paradigm, Claude Levi-Strauss and application to folklore , Mythemes, Myth and Meaning

**Unit 4: Psychoanalytical theory:** Sigmund Freud, Interpretation of Dreams, Id, Ego, Superego, Archetypes, Anima, Animus, Personality, Shadow

**Unit 5:Performance theory:** Richard Schechner, Ritual Theory, Rites of Passage, Social Drama

### **Suggested Readings:**

Barthes, Roland. *Mythologies*. Hill and Wang, 2013.

Bauman, Richard. *Story, performance, and event: Contextual Studies of Oral narrative*. Cambridge University Press, 1986.

- Bronner, J. Simon (ed). *The Meaning of Folklore: The Analytical Essays of Alan Dundes*. Logan: Utah State University Press, 2007.
- Dundes, Alan. *Interpreting Folklore*. Indiana University Press, 1980.
- Freud, Sigmund. *The Interpretation of Dreams*. Fingerprint Publishing, 2023.
- Gennep, Van. *The Rites of Passage*. University of Chicago Press, 1961.
- Jung, Carl. *The Archetypes and the Collective Unconscious*. Routledge, 1991.
- Propp, Vladimir. *The Morphology of the Folktale*. Austin and London: University of Texas Press. 1968.
- Sarup, Madan. *An Introductory Guide to Post-Structuralism and Postmodernism*. University of Georgia, 1993.
- Sassure, Ferdinand de. *Course in General Linguistics*. Open Court, 1998.
- Strauss, Levi. *Myth and Meaning: Cracking the Code of Culture*, Schocken, 1995
- Turner, Victor. *From Ritual to Theatre: The Human Seriousness of Play*. Performing Arts Journals, 2001
- , *The Anthropology of Performance*. Performing Arts Journals, 2001
- , *The Forest of Symbols*. Project Calendar, 1970.

## **MALC405 – PROJECT WORK/ DISSERTATION**

The project work aims for the student to demonstrate his/her competence by applying the adopted methods and knowledge from the above courses in the programme to be able to write a dissertation based on their respective tribal folklore corpus.

### **Suggested Readings:**

- Kissner, Ronnie. *How to Write a Research Paper / A Beginner's Guide: Step by step tutorial on how to start, structure, compose and publish*. 2013.
- Oliver, Paul. *Writing your Thesis*. Sage South Asia, 2024.
- Singh, Upendra Pratap. *Research and Publication Ethics*. Sultan Chand Sons, 2023.
- Turabian, Kate L, Wayne C Booth et all. *A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition: Chicago Style for Students and Researchers*. University of Chicago Press, 2018.