

# Riya Goswami

MASTER'S DEGREE · BANARAS HINDU UNIVERSITY, INDIA

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## Education

### Banaras Hindu University (BHU)

MASTER OF ARTS, LITERATURE AND LINGUISTICS

- CGPA - 8.44

Varanasi, India

2016-18

## Skills

- **Computer Skills:** MS Office (word, excel, power point); Google Drive; LaTeX; Email Marketing.
- **Interpersonal and Communication Skills**
- **Energetic and hard working**

## Languages

- I possess fluency in English, as it is one of our official languages, and have previously undertaken the IELTS exam.
- I am proficient in Bengali, as it is my native language.
- I can read and speak Hindi, as it is widely used in India.

## Research Experience

I have worked on two research projects based on linguistics under the guidance of Dr. Udoyan Banerji (Banaras Hindu University, BHU): “Diglossia, cross-cultural phenomena, and language contact in the Asansol industrial area—a sociolinguistics view” and “Phonological peculiarities of Bengali radio journalists vis-à-vis the standard colloquial Bangla as spoken in Kolkata”.

The first one focused on the language dynamics that exist in an industrial area in Asansol, India. The linguistic landscape of this urban centre is heterogeneous, as evidenced not only by the coexistence of multiple languages, such as Bengali, English, and Hindi, but also by the persistent use of different dialects of both Bengali and Hindi by its inhabitants. In this project, diglossia, morphemic fluctuations, vocalic assimilation, borrowing phenomena, instances of code-switching and code-mixing, as well as cultural blending, were observed and defined, establishing these findings with proper case studies and examples. The linguistic prestige patterns that exist between regional dialects and the mainstream Bengali language were examined. During the fieldwork, the interview process provided a deeper understanding of the psychology underlying people’s language use, illuminating the ways in which language functions as a medium for social prestige, beside other linguistic characteristics. The circumstances under which the phenomenon of linguistic prestige continues to exist between generations and the situation under which it ends have also been discussed in this project.

In the second study, the intonation patterns of radio journalists, which resemble those of the dominant Hindi and global English languages, were compared to those of standard Bangla. According to their archetypal conversation, code mixing, a tendency to pronounce fricatives in place of [p], using [ɾ] instead of [r] in certain situations, and direct morphological translation from Hindi to Bangla were identified. The goal of this investigation topic was to gain an understanding of the language pattern and its effect on modern society.

## Professional Background

**Worked as a teaching assistant:** I was part of a guiding programme for bachelor’s degree students. Almost one and a half years into my master’s degree curriculum, I taught around fifty-five prospective students, a period defined by significant learning and progress. The method of teaching included using Bengali and English as the primary languages of instruction. Our methodology of instruction was divided into two parts: 1) subject

expertise; and 2) strategic application process. Apart from a thorough understanding of the subject matter, as indicated by the examination components involving mathematical aptitude, the interpretation of unseen English texts, and the expression of answers in the Bengali question-answer sections, effective strategy implementation is crucial for such severe competition. During this period, not only students gained benefits, but I also learned time management and methodology for teaching according to students' needs.

Apart from my academic pursuits, I have been a very active participant in extracurricular activities. I have taken on the role of an organiser for cultural programmes since my school days and have been honoured with many certificates. Every year, I used to instruct singing, dancing, and painting to my classmates, juniors, and seniors who were interested in numerous events at my attended institutions. I hope that in the future, I will get opportunities to collaborate in academic, professional, and cultural activities in the same way, which will broaden my experience globally.

## Extra Curricular Activities

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### **The sixth year in “Drawing and Painting”**

*Kolkata, India*

BHARATIYA SANGEET-O-SANSKRIT SAMSAD

2014

- 1<sup>st</sup> division and awarded with the designation “Bisharad”

### **The fifth year in “Classical Music”**

*Kolkata, India*

KOLKATA SANGEET BIDYA BIHAR

2013

- 1<sup>st</sup> division with ‘Distinction’ in practical and awarded “Sangeet Gunakar”

### **The ‘Senior Diploma’ in “Rabindra Nritya”**

*Kolkata, India*

BHARATIYA SANGEET-O-SANSKRITI SAMSAD

2007

- 1<sup>st</sup> division with ‘Distinction’ in theoretical and practical examination

### **Completed basic training of Scout Guide in High School**

*New Delhi, India*

DEPARTMENT OF YOUTH AFFAIRS AND SPORTS, GOVERNMENT OF INDIA

2007

- Six months of training