As Per NEP 2020

University of Mumbai

Title of the program

A- P.G. Diploma in Linguistics
B- M.A. (Linguistics) (Two Year) ⎱ **2023-24**
C- M.A. (Linguistics) (One Year) - **2027-28**

Syllabus for

Semester – Sem III & IV

Ref: GR dated 16th May, 2023 for Credit Structure of PG
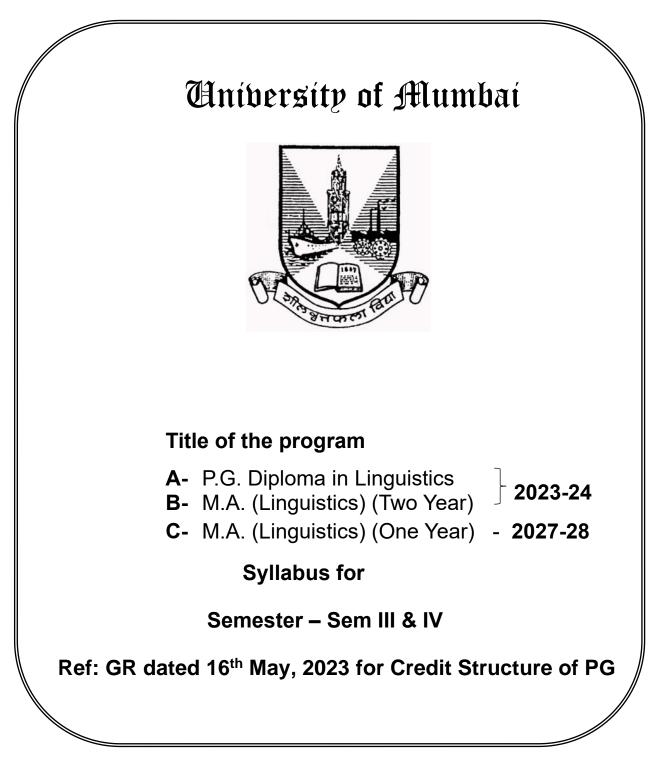
Syllabus for MA (Linguistics)

Preamble

1. Introduction

The MA programme in Linguistics is based on the Inquiry-Oriented Education, a necessary premise of which is that doing is a necessary condition for knowing. This premise implies that the ability to conduct an inquiry into various aspects of language study is integral to any training in Linguistics.

The programme draws upon the following to enunciate the educational goals, learning outcomes and content of the MA programme:

1. The teaching material of the Winter School themed Introduction to Theory Construction using Language Structure. The Winter School was held in the Department of Linguistics, University of Mumbai from 11th – 20th of November, 2019.
2. The resources available on the ThinQ website (thinq.education), especially the Introduction to Research and Inquiry and Integration in Education (IIE) courses.
3. Chapter 2 as well as the annexures of the NAAC white paper draft titled Re-imagining Assessment and Accreditation in Higher Education in India . The draft is available at the following link:

   http://naac.gov.in/images/docs/notification/Notification_regarding_WhitePaperpdf.pdf

4. Intensive workshops organized by the Department of Linguistics, University of Mumbai such as GIAN programmes themed Topics in the Syntax of Indo-Aryan Languages and Interface between Semantics, Pragmatics and Syntax; workshops in areas such as Acoustic Phonetics, Phonology, Experimental Linguistics, Computational Linguistics, Syntax, Speech and Writing, Language and Nationalism etc.

2. Aims and Objectives

The primary aim of the MA programme in Linguistics is to facilitate the development of academic temper amongst the students of the programme. The purpose of the development of an academic temper of the students is to enable them to strive towards creating a healthy relationship with fellow-human beings, nature as well with their self. A healthy relationship would enable their individual progress, the communities they are part of as well as the nation.

Development of academic temper involves:

I.   Development of intellectual capabilities, especially higher-order cognitive abilities, of the students. These capabilities would include research capabilities needed to think and work like a linguist.
II. Development of social, ethical and emotional capacities of the participants which would enable them to work towards fulfilling their responsibilities towards themselves and fellow human beings.

(I) & (II) provide a template for the learning outcomes of the MA programme in Linguistics.

3. Learning Outcomes

By the end of the two-year MA programme, the learner is expected to have acquired the abilities, understanding, familiarities and orientations/attitudes mentioned in (A), (B), (C) and (D) below:

A) ABILITIES
1) The ability to engage with questions on the *rational justification* (*evidence* and *argumentation*) for the central concepts and propositions in various subdisciplines of Linguistics.
2) The ability to:
   a. deduce the predictions of a theory
   b. gather data to test the predictions in (2a), or to test descriptive/non-theoretical hypotheses.
3) The ability to choose between:
   a. competing representations of linguistic expressions within a given framework
   b. competing frameworks for the formulation of representations
   c. competing architectures
   d. competing laws (rules/constraints/principles …) within a given framework
   e. competing frameworks for the formulation of laws.
4) The ability to
   a. make observations, develop observational frameworks and provide descriptions which would capture the richness of the data in the languages known to them.
   b. The ability to come up with puzzles related to various subdisciplines of linguistics.
   c. The ability to provide an explanation with evidence and argumentation for the puzzling phenomena.
5) The ability to
   a. elicit data from self and other language informants
   b. transcribe and gloss the data as per the norms established by the linguistic community
   c. provide a description of the language being studied.
6) The ability to use principles of linguistic analysis to come up with applications useful to the community and the industry, especially information technology.

B) UNDERSTANDING

A deep understanding of the concepts of inquiry, and of knowledge in linguistics:

1) theory, framework, model, evidence, argument, reasoning, observational report, observational framework, observational generalisation.
2) object of inquiry: language as
   - a cognitive entity/ a form of knowledge
   - a socio-cultural entity
   - a system underlying the (spoken or written) text
3) types of reasoning in the justification (defence) of observational generalisations, theoretical proposals, and proof (derivation of predictions from a theory).

C) FAMILIARITY
1) An awareness of and a broad familiarity with central ideas in widely circulated theories/models and their alternatives.

2) Systems of Rules and Representations in widely circulated theories/models and their alternatives.

D) ORIENTATION/ATTITUDES

1) A sense of responsibility and respect towards the linguistic diversity of the world, by developing an attitude which is responsive to the needs of a multilingual society, especially that of the linguistic minorities of India.

2) A sense of duty to help in promoting and strengthening participatory democratic practices, especially in the domain of languages.

P.G. Diploma in Linguistics and

MA (Linguistics) (new syllabus outline compliant with NEP 2020)

Semesters III and IV

Year (2 Yr PG)	Level	Semester (2 Yr PG)	Major		RM	OJT/FP	RP	Cumulative credits	Degree
			Mandatory Courses (3x4 + 1x2)	Electives (Any ONE to be selected by students)					
II	6.5	Sem III	Field Methods (Credits 4)	(Credits 4)			Credits 4		
			Theory Construction in Syntax (Credits 4)	Transdisciplinary Concepts in Linguistics-II					
			Introduction to Pragmatics (Credits 4)	Media Semiotics					
			Quantitative Methods for Linguistics with R Software (Credits 2)	Translation Studies Education & Language Planning in Multilingual Societies					
				Social and Linguistic Development of Modern Indian Languages					MA (Linguistics) Degree after 3 Yrs UG
		Sem IV	Historical Linguistics (Credits 4)	(Credits 4) Writing, Science & Society			Credits 6		
			Linguistic Interfaces in Modern Indian Languages (Credits 4)	Social Conflicts & Linguistic Nationalisms in South Asia					
			Introduction to Contact Linguistics (Credits 4)	Introduction to Experimental Linguistics Computational Semantics Information Extraction & Retrieval in Computational Linguistics					
Cumulative Credits for 1 Yr MA (Linguistics)			26	8			10	44	
Cumulative Credits for 2 Yr MA (Linguistics)			54	16	4	4	10	88	

Dr. Renuka Ozarkar   Dr. A. K. Singh
Chairperson
Board of Studies (Adhoc) in Linguistics
Department of Linguistics,   Dean
University of Mumbai   Faculty of Interdisciplinary Studies
                                                       University of Mumbai

Semester III

Field Methods (Mandatory Course)   [4 credits]

This course introduces to the students the skills of conducting linguistic fieldwork, which is required in empirical linguistic research and language documentation.

Course Outcomes:

The students having successfully completed this course, will have:

(1) The ability to
   a. elicit data from other language informants
   b. transcribe and gloss the data as per the norms established by the linguistic community
(2) The ability to construct questionnaires and tools/prompts for eliciting the data
(3) The skills of recording and maintaining metadata
(4) The orientation towards working in collaboration with a community of language users, as well as with the peers
(5) The attitude of responsibility and respect towards the linguistic diversity of the world, by developing an attitude which is responsive to the needs of a multilingual society, especially that of the linguistic minorities of India.

Course Content:

In this course, the students are expected to elicit and record linguistic data from the native speakers of a language not known to them. The data will be recorded, transcribed using the IPA, organized and glossed using the interlinear glossing method.

The students will also learn to use the various data elicitation techniques such as questionnaires, interview method, use of props and audio-visual prompts etc. They will be also encouraged to create their own tools and questionnaires for eliciting the data.

The students will be required to maintain a field diary, demographic information of the consultants and metadata.

Suggested readings:

Abbi, Anvita. (2001). *A Manual of Linguistic Field Work and Structure of Indian Languages.* Lincom Europa.

Bochnak, Ryan M. & Matthewson, L. (2015). *Methodologies in Semantic Fieldwork.* Oxford University Press.

Bowern, Claire. (2007). *Linguistic Fieldwork: a practical guide.* Palgrave Macmillan.

Online resources:

https://www.eva.mpg.de/lingua/tools-at-lingboard/questionnaire/lingua-descriptive_description.php

Theory Construction in Syntax (Mandatory Course)   [4 credits]

This course builds on the observations and generalization arrived at during the course 'Patterns in Syntax'. The aim of this course is to help students think independently to come up with a description and theoretical account of the sentence structure of human languages and various syntactic phenomena observed therein. The students will be exposed to a deeper understanding and evaluation of theoretical alternatives in the field. To this effect, in this course, at least three distinct syntactic phenomena will be closely examined to arrive at a theoretical understanding of the syntactic structure of human language.

Course Outcomes:

After successful completion of the course, the students are expected to have:

(1) The ability to make observations and construct generalizing statements for describing a syntactic phenomenon.
(2) The ability to identify and make explicit laws (rule/constraints) underlying the syntactic phenomena and represent the phenomena
(3) Broad familiarity with central ideas in widely circulated syntactic theories/models, as well as systems of rules and representations therein and their alternatives.
(4) The ability to deduce predications of a theory and verify them with proofs, supporting data and counterexamples.
(5) The ability to choose between competing frameworks, rules-representations and architectures
(6) Understanding of the goals of syntactic theory construction in terms offering explanation of similarities and differences among natural languages.

Course Content:

(1) **Theorizing structure of clauses and phrases:** Representing the constituent structure of clauses and phrases, heads and dependents in constituents
(2) **Theorizing syntactic processes and behaviour:** Various syntactic phenomena such as different types of question-formations, passivization, agreement will be considered for theory-construction. Behaviour of anaphors and pronouns, constraints on movements etc. will be also discussed. Constructions involving these phenomena will be represented. Laws (rules and constraints) will be constructed to explain these processes and behaviours.
(3) **Elements of architecture of language:** Place of syntax in grammar: relation of syntax with phonology, semantics, morphology and mental lexicon. Notion of universal grammar and learnability problem.
(4) **Competing theories:** Goals of syntactic theories, similarities and differences between competing frameworks, systems of rules and representations.

Suggested readings:

Carnie, Andrew (2011). *Modern Syntax: a coursebook.* Cambridge University Press.

Chomsky, Noam. (1986). *Knowledge of Language: its nature, origin and use.* Praeger.

Everaert, M and van Riemsdijk, H.C. (eds.) (2006). *The Blackwell Companion to Syntax.* Wiley-Blackwell.

Online resources:

https://ling.sprachwiss.uni-konstanz.de/pages/home/lfg/resources.html

Introduction to Pragmatics (Mandatory Course)   [4 credits]

The course introduces the learner to a pragmatic perspective of language i.e. language use as a form of action. The course discusses various patterns and principles of language use and its relevance to the study of grammar as well as intercultural communication.

Course Outcomes:

At the end of the course, the student will develop:

(1) An understanding of language as a *form of action*.

(2) An ability to distinguish the various interpretive processes operative in a speech event.

(3) An understanding of the role of *implicitness* in linguistic interactions.

(4) An ability to incorporate *pragmatic notions* in grammatical analysis.

(5) An ability to develop observational frameworks and provide descriptions and explanations which would capture the richness of language use in environments they are familiar with.

(6) A sense of responsibility and respect towards the complexities of *intercultural communication* by developing an attitude which is responsive to the needs of intercultural interactions.

(7) An understanding of the therapeutic use of language in conflict situations.

Course Content:

Module 1: Theory

1. **Implicitness in Language use**: Presupposition, entailment, implicatures, explicatures and implicitures, the role of context in interpreting implicitness.

2. **Utterances as Acts**: Austin's distinction between locutionary, illocutionary and perlocutionary acts. Searle's notion of speech act as an illocutionary act. Current trends in speech act theory: naturality of inferences, intentionality of the speaker's mind, universality and cultural relativity of speech acts. The notion of a Pragmeme.

3. **Pragmatic Principles**: The Communicative Principle, The Cooperative Principle, Politeness Principle, Horn's Q-principle & R principle; Relevance theory – Principle of Relevance.

Module 2: Applications

4. **Pragmatics and Grammar**: Grammatical relevance of pragmatic notions such as context, implicatures and presuppositions. Linguistic properties of Speech Acts.

5. **Pragmatics of Intercultural Communication:** Common Ground, (Mis/Non)Understanding, Creativity and Idiomaticity, Metaphors, Vagueness, Emotion, Humour etc. in intercultural interaction.

Suggested readings:

Allan, K., Capone, A., & Kecskes, I. (Eds.). (2016). *Pragmemes and theories of language use*. Springer International Publishing.

Ariel, M. (2008). *Pragmatics and grammar.* Cambridge textbooks in linguistics. Cambridge: Cambridge University Press.

Brisard, F., Verschueren, J., & Östman, J. O. (2009). *Grammar, meaning and pragmatics*. Amsterdam / Philadelphia: John Benjamins Publishing Company.

Bublitz, W., & Norrick, N. R. (Eds.). (2011). *Foundations of pragmatics* (Hops. Vol. 1). Walter de Gruyter.

Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press.

Cap, P., & Dynel, M. (Eds.). (2017). *Implicitness: From lexis to discourse* (Vol. 276). John Benjamins Publishing Company.

Capone, A. (2018). Pragmemes (again). *Lingua* 209, 89–104. doi:10.1016/j.lingua.2018.04.004

Capone, A. (2020). Presuppositions as pragmemes: the case of exemplification acts. *Intercultural Pragmatics.* 17, 53–75. doi: 10.1515/ip-2020-0003

Carston, R. (1998). Informativeness, relevance and scalar implicature. *Pragmatics And Beyond New Series*, 179-238.

Chierchia, G., Fox, D., & Spector, B. (2012). Scalar implicature as a grammatical phenomenon. In *Handbücher zur Sprach-und Kommunikationswissenschaft/Handbooks of Linguistics and Communication Science Semantics Volume 3*. de Gruyter.

Givón, T. (1978). *Negation in language: Pragmatics, function, ontology*. In Pragmatics (pp. 69-112). Brill.

Grice P. (1989) *Study in the way of words*. U.S.: Harvard University Press.

Horn, L. R. (2014). The roots of (scalar) implicature. In *Pragmatics, Semantics and the Case of Scalar Implicatures* (pp. 13-39). London: Palgrave Macmillan UK.

Horn, Laurence and Gregory Ward (eds.). (2004). *The Handbook of Pragmatics*. Oxford: Blackwell.

Horn, Laurence. (2000). From if to iff: Conditional perfection as pragmatic strengthening. *Journal of Pragmatics* 32: 289 - 326.

Horn, Laurence. (1984). Toward a new taxonomy for pragmatic inference: Q-based and R-based implicature. In Deborah Schiffrin (ed.), *Meaning, Form, and Use in Context* (GURT '84), 11 - 42. Washington: Georgetown University Press.

Kecskes, I. (2013). *Intercultural Pragmatics*. Oxford: Oxford University Press.

Leech, G. N. (2014). *The pragmatics of politeness*. Oxford University Press, USA.

Levinson, S. C. (2000). *Presumptive meanings: The theory of generalized conversational implicature*. MIT press.

Mey, J. L. (2001). *Pragmatics. An Introduction*. Oxford: Blackwell.

Sbisà, M. (2023). *Essays on speech acts and other topics in pragmatics*. Oxford University Press.

Sbisà, M., & Turner, K. (Eds.). (2013). *Pragmatics of speech actions* (Hops. Vol. 2). Walter de Gruyter.

Searle J.R. (1969) *Speech Acts: An essay in philosophy of language*. Cambridge: Cambridge University Press.

Sperber D. & Wilson D. (1995). *Relevance: Communication and Cognition*. Oxford: Blackwell.

Verschueren, J., & Östman, J. O. (Eds.). (2009). *Key notions for pragmatics* (Vol. 1). John Benjamins Publishing.

Ward, G. (2004). Equatives and deferred reference. *Language*, 262-289.

Wierzbicka, A. (1991). *Cross-Cultural Pragmatics: The Semantics of Human Interaction*. Berlin: Mouton de Gruyter.

Wiltschko, M. (2021). *The grammar of interactional language*. Cambridge University Press.

Quantitative Methods for Linguistics using R (Mandatory Course)   [2 credits]

The aims of this course are double-fold: to introduce to the students the basics of statistics required for quantitative analysis and experimentation in Linguistics, and to familiarize the students to statistical analysis software such as R. This course deals with an important aspect of research methodology and as such offers useful skills to the students. The students are expected to gain enough familiarity with the software tool to be able to extend their skillset later with the help of R programming.

Course Outcomes:

After completing the course, the students would have acquired

(1) Understanding of the descriptive statistical concepts
(2) Familiarity with some concepts of inferential statistics
(3) An ability to use the R software and its inbuilt packages to summarise and represent the data using graphs, charts and diagrams, as well as perform basic statistical operations on the data.

Course Content:

> **Module 1**
> (1)   **Basics of quantitative analysis:** Relevance of quantitative research (when to conduct it and when not to), notions of sample and population, sampling methods, variables, errors
> (2)   **Summarizing the data:** Representing the data in tables, charts, graphs; measure of central tendency- mean, mode, median; dispersion- standard deviation and variance. Representing and summarizing the data using R.
> (3)   **Distribution and the shape of distribution:** Types of distributions, normal distribution and proportions under a normal distribution.
> (4)   **From samples to population:** Estimates and inferencing, distribution of sample-means and estimating population mean
> (5)   **Comparing samples:** Testing hypothesis about comparing samples, statistical significance, some commonly used statistical tests
> **Module 2**
> (1)   **Fundamentals to R:** Installation, introduction to use R, libraries and databases in R
> (2)   **Using R:** Using R to summarize and represent data, especially from linguistic analyses, introduction to in-built functions in R to apply statistical tests

Suggested readings:

Gries, Stefan Th. (2021). *Statistics for Linguistics with R.* Mouton de Gruyter. (3rd edn).

Navarro, Danielle. (n.d.). *Learning Statistics with R (version 0.6).*
https://learningstatisticswithr.com/lsr-0.6.pdf

Rowntree, Derek. (2018). *Statistics without Tears.* Penguin.

Research Projects (Mandatory Course)   **[4 credits]**

The course is aimed at preparing the students to conduct independent research in Linguistics. In particular, the students will be able to apply their learnings of the Introduction to Research in Linguistics course. In addition, their skills in academic writing will be honed.

Course Outcomes:

After completing this course, the students will have acquired:

(1) The ability to make observations, develop observational frameworks and provide descriptions to capture the data in the language under investigation.
(2) The ability to come up with puzzles in some linguistic aspect of the language.
(3) The ability to provide an explanation with evidence and argumentation for the puzzling phenomena.
(4) The ability to write their observations, descriptions and argumentation in a form of a coherent academic text.
(5) The ability to engage in a dialogue with the academic community through the critical reading of available academic literature in the field.
(6) The collaborative orientation in research, and inculcation of ethical practices of research and academic writing.
(7) The attitude of respect towards the diversity of linguistic structures.

Course Content:

> The students will analyse the linguistic data elicited from a language not known to them. They will be focusing on phonological, morphological, syntactic and/or semantic aspects of the language and provide a basic grammatical sketch of that language in the form of a dissertation.

> The students will gather additional linguistic data from the native speakers of the language through field work, in support of their observations and descriptions.

Suggested readings:

Bowern, Claire. (2007). *Linguistic Fieldwork: a practical guide.* Palgrave Macmillan.

Graff, G., Birkenstein, C. and Durst, R. (2021). *They Say, I Say.* W. W. Norton and Co. Inc. (5th edn.)

Grierson, G. A. (1903-1928). *Linguistic Survey of India.* Office of the Superintendent of Government Printing India.

In addition, suggested readings for courses in Semesters I and II relevant for application of learnings from specific subfields of Linguistics shall be prescribed.

Transdisciplinary Concepts in Linguistics – II (Elective Course)   [4 credits]

This course introduces a set of concepts which, besides linguistics, are used in various disciplines such as mathematics, biology, physics, sociology, economics, philosophy etc. The course would help the student think like a linguist *and* work in a transdisciplinary environment.

Course Outcomes:

At the end of the course, the student will develop:

(1) An ability to engage with questions on the *rational justification* (*evidence* and *argumentation*) for the central concepts discussed in the course.
(2) An awareness of and a broad familiarity with central ideas in widely circulated theories/models and their alternatives.
(3) An ability to unpack the theoretical substance of a framework/theory/model in Linguistics.
(4) An ability to compare different theories/models and describe similarities and differences between them.
(5) An ability to collaborate with researchers belonging to different disciplines.

Course Contents:

The following concepts will be discussed during the course:

Change; development; evolution; culture; emergence; residue.
Relativity, diversity, plurality, sustainability.
Class, gender, community (speech community), communities of practice, style.
Sign, signal, polyphony, monologic-dialogic, hegemony.

Online resources:

https://www.thinq.education/hoc

Suggested readings:

Bakhtin, M. M. (2010). *The Dialogic Imagination: Four essays*. University of Texas Press.

Bakhtin, M. M. (2010). *Speech Genres and Other Late Essays*. University of Texas Press.

Chambers, J. K., & Schilling, N. (Eds.). (2013). *The handbook of language variation and change*. John Wiley & Sons.

Forgacs, D., Nowell-Smith, G., & Boelhower, W. (2012). *Antonio Gramsci: Selections from cultural writings*. Lawrence & Wishart.

Hymes, D. (2003). *Ethnography, Linguistics, Narrative Inequality: Toward an understanding of voice*. Taylor & Francis.

Ives, P. (2004). *Language and Hegemony in Gramsci*. London: Pluto Press.

Ives, P. (2004). *Gramsci's Politics of Language: Engaging the Bakhtin circle and the Frankfurt school*. University of Toronto Press.

Bhatia, Tej K. and Ritchie, William C. (eds.). (2012). *The Handbook of Bilingualism and Multilingualism*. Chichester, UK: Wiley–Blackwell Publishers

Williams, R. (1977). *Marxism and literature* (Vol. 392). Oxford Paperbacks.

Book Series: *Routledge Critical Concepts in Linguistics*

Media Semiotics (Elective Course) [4 credits]

This course introduces students to the application of semiotics in the field of media studies. Students will engage with a range of media forms as sign systems, including social media, websites, advertising, television, internet, television, cinema and print media. Through this approach, the course will explore how cultural, sociological, and ideological meanings are produced and received by audiences. Particular attention will be given to brands and their global circulation as signs.

Course Outcomes:

Upon successful completion of this course, students will have:

(1) The ability to apply the concepts and methodology of the semiotic approach to media study.

(2) Awareness of the differences in media content according to its degree of openness.

(3) The ability to analyse the ideology in advertisements, myths, news values, and cinematic codes, especially with a focus on the identity of the addressee.

(4) The ability to interpret the processes of meaning creation (connotative and denotative) in media content.

(5) The ability to critically evaluate media content across platforms, including advertisements, social media, newspapers, television news, and cinema.

Course Content:

1) **The Mediated World**: The notion of 'medium'; Development of the mass media; Semiotic Method: Basic notions, sign systems, verbal and non-verbal signs, denotation and connotation; An Outline of Semiotic Theory: background and general notions, narrative, metaphor, myth.

2) **Advertisements:** The Advertising Business, Ideology in and of Advertisements, The Semiotic Critique of Advertisements, Decoding advertisements.

3) **Magazines:** The Magazine Business, The Reading Subject, Address and Identity, The Limits of the Imaginary, Women's Magazines, Myths of Femininity.

4) **Newspapers and Television:** News in newspapers and TV: The newspaper Business, News value, News Discourse, Headlines, Graphics, & Photographs in the News, Newspaper Readers. News in the TV schedule, Mythic Meanings in TV News, Structure of TV News, Visual Signs in TV News, Myth and Ideology in TV News. News on the internet and social media. Television Signs and Codes, Television Narrative and Ideology, Viewers' Involvement and positioning, Polysemic Television and Multiaccentuality.

5) **Cinema:** Cinematic Semiosis: Film signs and codes, Film narrative, Film Genre, Cinema Spectatorship.

6) **Audio Media:** Radio, Music Recording business, Music Genre

7) **Media in the post-truth era:** Post-truth, Social media, Censorship, Media Laws, Netizen and global citizenship, Social impact of media

Suggested readings:

d'Ancona, M. (2017). *Post-truth: The new war on truth and how to fight back*. Bloomsbury Publishing.

Danesi, M. (2002). *Understanding Media Semiotics*. London: Arnold. *Cognitive Linguistics Bibliography (CogBib)*.

Fiske, J., & Hartley, J. (Eds.). (2019). *The Routledge Companion to Media Semiotics.* Routledge.

Gravells, Jane. (2018). *Semiotics and Verbal Texts: How the News Media Construct a Crisis*. London: Palgrave Macmillan.

Kelkar, A.R. (1980). *Prolegomena to an Understanding of Semiosis and Culture*. Mysore: Central Institute of Indian Languages.

Livingstone, S. (2021). Social media semiotics: A framework for analysing user-generated content. *Information, Communication & Society*, 24(12), 1803-1820.

McIntyre, L. (2018). *POST-TRUTH* (The MIT Press Essential Knowledge series). MIT Press.

Petridis, A. (2020). The role of semiotics in understanding social media influence. *Marketing, Media, and Communication*, 14(2), 147-160.

Translation Studies (Elective Course)   [4 credits]

This course seeks to introduce to the students the issues in translation and the various theories in the field of translation studies that address those issues from various perspectives. The course will be conducted through a blend of hands-on practice in translation of texts of different genres and critical readings of the theories in translation, thereby enabling the students aspiring for a career in the field of translation will be able to understand the implications of their decisions in translating texts and will be able to make informed choices.

Course Outcomes:

At the end of the course, the students will have:

1. A critical awareness of the theories of translation in the market.
2. The ability to evaluate the theories by understanding their implications, strengths and weaknesses/limitations.
3. The ability to apply the theoretical knowledge to the practice of translating various types of texts.
4. The ability to draw out the implications of the decisions a translator makes in executing the choices in the act of translation.
5. The understanding of the purpose of translation and its relevance to a given situation.
6. The attitude of respect for the unity and diversity of linguistic resources, and the sense of responsibility as a translator to mediate between diverse linguistic ethos.

Course Content:

Module 1

Scope and relevance of Translation Studies: What is 'translation studies'? Nature of translation studies: discipline, inter-discipline or multidiscipline; Interfaces with: Language Teaching, Comparative Literature, Cross-Cultural Studies, Contrastive Linguistics, Translation as an Instrument of Linguistic, Cultural, and Literary Criticism.

Module 2

Types of theories of translation: Product and process-based, functional theories, Discourse and register analysis, System theories.

Module 3

Equivalence and equivalent effect: Roman Jakobson: The nature of linguistic meaning and equivalence, Nida and 'the science of translating', Newmark: Semantic and communicative translation, Koller: Equivalence relations, Later developments in equivalence.

Module 4

Translation and Cultural turns: Ethics of translation, Philosophy of translation, Sociology of translation, New media, and translation: audio-visual translation, Localization and collaborative translation, Commentary as translation: The Indian commentarial literature.

Suggested readings:

Baker, Mona (ed.). 2006. Translation Studies: Critical Concepts in Linguistics. London and New York: Routledge.

Baker, M., & Saldanha, G. (Eds.) (2020). Encyclopaedia of translation studies. (3rd ed.) Routledge.

Basnett-Mc Guire, S. & A. Lefevere. (eds.). 1990. Translation History and Culture. London: Punter.

Catford, J.C. 1965. A Linguistic Theory of Translation: An Essay in Applied Linguistics. Oxford University Press.

Eco, Umberto. 2001. Experiences in Translation. Toronto, Buffalo, London: University of Toronto Press.

Holmes, J.S. 1975. The Name and Nature of Translation Studies. Amsterdam: University of Amsterdam Press.

Lawrence, V. (ed.). 2000. The Translation Studies Reader. London: Routledge.

Munday, Jeremy. (2016). Introducing Translation Studies: Theories and Applications (4). New York: Routledge.

Newmark, P. 1991. About Translation. Clevedon: Multilingual Matters Ltd.

Nida, E. & C. Taber. 1969. The Theory and Practice of Translation.

Pym, Anthony. 2023. Exploring Translation Theories. London & New York: Routledge.

Education and Language Planning in Multilingual Societies (Elective Course)   [4 credits]

This course aims at enabling the student to understand the role of language in education, both as a subject and as a medium of education; and the role linguistics can play in developing inclusive practices of language teaching in schools. It also aims at training the students to critically evaluate the existing policies and practices regarding language education, especially in a multilingual set-up like India.

Course Outcomes:

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

(1) Examine the functions of language and education in democratic multilingual societies with special reference to linguistic minorities.

(2) Investigate the role of language in education, especially language-across-curriculum.

(3) Discuss multilingualism in situations such as India as a resource and as a problem in achieving 'education-for-all' objectives.

(4) Evaluate the language education policies with reference to India, especially strategies such as three-language formula, multilingual education etc.

(5) Assess the various techniques and methodologies of effective language education, language assessment etc.

(6) Develop an understanding of the social relationships as an extension of the pedagogic relationship in classrooms.

Course Content:

1) **Language and Education:** Functions of language- expressing, cognising and socializing. The role language in education: as a subject and as a medium. Spoken and written language, literacy.

2) **Language Education Policy:** The question of medium- rationale of mother-tongue education policy in pre-independence and post-independence India. Language education policy in multilingual settings- managing the multilingual experience of children in schools, three-language formula in India, the problems. Linguistic minorities and language education- tribal and minority languages in schools, linguistic rights, constitutional safeguards to linguistic minorities in India and the world, limitations of safeguards. Language education, language development and language endangerment. Role of English in language education in India.

3) **Language in Formal Education:** Language as a medium- practices of mother-tongue education, educating in a language and educating through a language, Basil Bernstein's studies. Teaching language as a subject- teaching L1 and teaching L2. Syllabus designing, testing, and teacher training programmes.

4) **Language in Non-formal Education:** Adult literacy movements in India, experiments with language education in and outside schools.

Suggested readings:

Allison, Desmond. (1999). *Language Testing and Evaluation: An Introductory Course.* Singapore: National University Singapore.

Cooper, Robert, Shahomy, Elana & Walters, Joel. (2001). *New Perspectives and Issues in Educational Language Policy.* Amsterdam/ Philadelphia: John Benjamins.

Coulmas, Florian. (ed). (1984). *Linguistic Minorities and Literacy: Language Policy Issues in Developing Countries.* The Hague: Mouton Publishers.

Daswani, Chander (ed). (2001). *Language Education in Multilingual India.* New Delhi: UNESCO.

Davies, Alan & Elder, Catherine. (2006). *The Handbook of Applied Linguistics.* Oxford: Blackwell Publishing.

Denham, Kristin & Lobeck, Anne. (eds). (2010). *Linguistics at School: Language Awareness in Primary & Secondary Education.* Cambridge: Cambridge University Press.

Dua, Hans Raj. (2001). *Science Policy, Education & Language Planning.* Mysore: Yashoda Publications.

Halliday, M.A.K. (2007). *Language and Education, vol 9, Collected Works of M.A.K. Halliday.* London: Continuum International Publishing Group.

Kumaravadivelu, B. (2006). *Beyond Methods: Macrostrategies for Language Teaching.* Delhi: Orient Longman.

Larsen-Freeman, D. (2001). *Teaching Language: From Grammar to Grammaring.* Boston, MA: Heinle & Heinle.

Purcell-Gates, Victoria. (ed.). (2007). *Cultural Practices of Literacy.* London: Lawrence Erlbaum Associates Publishers.

Skutnabb-Kangas, Tove. (2008). *Linguistic Genocide in Education or Worldwide Diversity and Human Rights?* Delhi: Orient Longman.

Soler, Janet, Wearmouth, Janice & Reid, Gavin. (2002). *Contextualising Difficulties in Literacy Development.* USA and Canada: Routledge Falmer in association with The Open University & The University of Edinburgh.

Spolsky, Bernard & Francis M. Hult. (2007). *The Handbook of Educational Linguistics.* UK: Wiley-Blackwell.

Stubbs, Michael. (1983). *Language, Schools and Classrooms: Contemporary Sociology of the School.* London, New York: Methuen.

Van den Branden, Kris, Martine Bygate & John M. Norris. (2009). *Task-based Language Teaching: A Reader.* Amsterdam/ Philadelphia: John Benjamins Publishing Company.

Widdowson, H.G. (1978). *Teaching as Communication*. Oxford: Oxford University Press.

Social and Linguistic Development of Modern Indian Languages (Elective course)

[4 credits]

The course is aimed at familiarizing students the interplay of social histories of a region and the development of languages and linguistic order of that region. The focus of this course will be the development of modern Indian languages, especially during the 1st and 2nd millennium AD.

Course Outcomes:

After completing the course, the students will have:

(1) Awareness of linguistic histories of India
(2) Wholistic understanding of the complex interaction of social processes and languages as social constructs
(3) The ability to relate the learnings of the course to the contemporary language-related issues
(4) A sense of duty to help in promoting and strengthening participatory democratic practices, especially in the domain of languages.

Course Content:

(1) **Linguistic order in India (upto the 1st millennium):** Multiligual nature of Ancient Indian society, notions and relations of Sanskrit and Prakrit languages, diglossia, social-political structure and linguistic order of Ancient India, role of written and oral texts as a window into the linguistic order, relations of modalities and domains of language use with the form of languages

(2) **Rise of the 'public' through vernaculars:** The bloom of the Prakrits and Apabhramshas, churnings in the socio-cultural domains, emergence of the vernacular languages in the public sphere, social and linguistic aspects of Bhakti movement in Maharashtra as a case study, case studies from other parts of India

(3) **The modern vernaculars in the colonial period:** Introduction of printing technology and media and its role in language standardization, grammar writing, emergence of nationalisms in response to the colonial rule, role of modern Indian languages in social mobilization, linguistic surveys & population census and effects enumeration on the reshaping of the linguistic order in India

(4) **Modern Indian languages in the independent India:** Relation of languages and nationalisms, socio-cultural nature of language-dialect relationship, dialect surveys, English and Indian languages, 'modernity' in literature, social and linguistic aspects of the Women and Dalit writings and subaltern movements, linguistic order and aesthetic principles in independent India

Suggested readings:

Deshpande, Madhav. (1993). *Sanskrit and Prakrit: sociolinguistic issues.* Motilal Banarasidass.

Deshpande, Prachi. (2023). *Scripts of Power: writing, language practices and cultural history of western India.* Permanent Black.

Deshpande, Prachi. (2013). *Creative Pasts.* Permanent Black.

Naregal, Veena. (2014). *Language Politics, Elites and the Public Sphere.* Permanent Black.

Novetzke, Christian Lee. (2017). *The Quotidian Revolution.* Permanent Black.

Ollete, Andrew. (2018). *Prakrit and the Language Order of Premodern India.* Primus Books.

Ollete, Andrew. (2017). *Language of the snakes: Prakrit, Sanskrit and the language order of premodern India.* University of California Press.

Semester IV

Historical Linguistics (Mandatory Course) [4 credits]

The aim of this course is to introduce to the students the principles of language change and diachronic relationships between languages.

Course Outcomes:

After completing the course, the students will have:

(1) Understanding of the nature of historical inquiry in language and methodology of engaging in such a study
(2) The ability to observe and describe patterns in linguistic structure that lend themselves to historical inquiry
(3) Understanding of the notion of change and the principles underlying language change in various domains of language structure
(4) An awareness of diachronic relationship between languages with critical understanding of the notion of language families
(5) The ability to evaluate theories and choose between alternative explanations
(6) The ability to draw implications of historical linguistic research to other forms of historical inquiry in particular, to larger questions of language and society in general

Course Content:

(1) **Historical inquiry:** Nature of historical inquiry in language, evidence for historical linguistic inquiry, assumptions and methodology of historical linguistic research, language variation and change.
(2) **Patterns:** Patterns of similarities and differences across languages in forms and meanings of vocabulary and structures, patterns of language-internal irregularities, formulating questions for historical inquiry
(3) **Principles of sound change:** Processes of sound change, regularity and exceptionless sound change, effects of sound change on the phonological system of languages
(4) **Analogical change:** Analogical processes, the effect of analogical processes, interaction of analogical changes with sound changes
(5) **Principles of grammatical change:** Mechanisms of morphological and syntactic change, emergence of grammatical expressions (grammaticalization)
(6) **Principles of semantic change and lexical change:** Mechanisms and effects of semantic changes, changes in the lexicon
(7) **Linguistic relatedness in historical terms:** Notion of language families and genealogical classification of languages
(8) **Reconstruction:** Assumptions and methodology of linguistic reconstruction-comparative and internal, notions of proto-language, pre-language, cognates, systematic correspondences, reflexes.

Suggested readings:

Bhat, D.N.S. (2001). *Sound Change.* Motilal Banarasidass. (revised edn)

Blust, Robert. (2018). *101 Problems and Solutions in Historical Linguistics.* Edinburgh University Press.

Cambell, Lyle. (2013). *Historical Linguistics: an introduction.* Edinburgh University Press (3rd edn)

Hock, Hans. (1986). *Principles of Historical Linguistics.* Mouton de Gruyter.

Hock, H.H. & Joseph, B.D. (2009). *Language History, Language Change, and Language Relationship.* Mouton de Gruyter. (revised edn)

Hopper and Traugott, E.C. (2003). *Grammaticalization.* Cambridge University Press. (2nd edn)

Mohan, Peggy. (2021). *Wanders, Kings, Merchants: the story of India through its languages.* Penguin.

Linguistic Interfaces in Modern Indian Languages (Mandatory Course)   [4 credits]

The course is aimed at honing the students' skills of analyzing constructions in modern Indian languages from a more wholistic perspective. The students will be able to put their learning in several courses in the previous semesters in pattern observations and theory construction to use in this course. In this course, with the help of around 3-5 specific constructions in modern Indian languages, the students will observe and describe their phonological, morphological, syntactic, semantic and pragmatic properties. Through these observations, the students will develop an understanding of how these properties from different aspects of linguistic structure interact with each other systematically.

Course Outcomes:

After completing this course, the students will have:

(1) The ability to observe and describe the systematic correlations between the properties of language in different levels of representations.
(2) Wholistic understanding of the interaction of levels of representations in human language.
(3) Familiarity with the theories of linguistic interfaces and the ability to draw implications from the theories.
(4) The ability to choose between the alternative theoretical descriptions and explanations about the structural properties of language.
(5) Understanding of the design of human language.

Course Content:

(1) **Syntax-Semantic interface:** Observing, describing and theorizing the interplay of syntax and semantics, with the help of linguistic phenomena in modern Indian languages such as types of questions, negations, tense and aspect systems, argument realization, event structure, complex predicates, agreement etc.
(2) **Interface of syntax with phonology, morphology and pragmatics:** Observing, describing and theorizing the interplay of syntax with other components of grammar, for instance, different types of sentence structures and intonation, syntax and word formation, information structure of sentences in Indian languages etc.
(3) **Interface of semantics with phonology, morphology and pragmatics:** Observing, describing and theorizing the interplay of semantics with other components of grammar through phenomena such as types of questions, modality, indexicals, semantics of word-formation processes, etc.in Indian languages
(4) **Architecture of human language:** Implication of interfaces to the models of design of human language, in particular issues concerning modularity, autonomy of grammatical components

Suggested readings:

Bhatia, Tej K. (1995). *Negation in South Asian Languages.* Creative Books.

Chandra, Pritha & Srishti, Richa. (eds) (2014). *The Lexicon-Syntax Interface: perspectives from South Asian languages.* John Benjamins.

Dayal, Veneeta. (2016). *Questions.* Oxford University Press.

Fery, Caroline & Ishihara, Shinichiro. (2014). *The Oxford Handbook of Information Structure.* Oxford University Press.

Hock, Hans & Bashir, Elena. (eds) (2016). *The Languages and Linguistics of South Asia.* Mouton de Gruyter.

Kempson, Ruth. (2012). The Syntax/Pragmatics Interface, in *Cambridge Handbook of Pragmatics,* Keith Allen & Kasia Jaszczolt (eds). Cambridge University Press. Pp. 529-548.

Kiss, Tibor & Alexiadou, Artemis (eds) (2015). *Syntax- Theory and Analysis, Volume 2, part V: Interfaces.* Mouton de Gruyter.

Levin, Beth & Rappaport Hovav, Malka. (2005). *Argument Realization.* Cambridge University Press.

Ramchand, G.C. & Reiss, C. (eds) (2007). *The Oxford Handbook of Linguistic Interfaces.* Oxford University Press.

Sharma, Ghanshyam & Bhatt, Rajesh. (eds) (2018). *Trends in Hindi Linguistics.* Mouton de Gruyter.

Subbarao, K. V. (2012). *South Asian Languages.* Cambridge University Press.

Van Valin, Robert D., & LaPolla, Randy J. (1997). *Syntax: Structure, meaning and function*. Cambridge University Press.

Verma, M.K. (1993). *The Complex Predicate in South Asian Languages.* Manohar.

Journals:

Glossa: journal in general linguistics

Journal of Linguistics

Journal of South Asian Linguistics

Journal of South Asian Languages and Linguistics

Natural Language & Linguistic Theory

Introduction to Contact Linguistics (Mandatory Course)   [4 credits]

This course aims at training students to understand the nature of 'give-and-take' between languages in various multilingual situations. The students' skills of observing and identifying the structural properties of languages as effects of social and linguistic contact will be honed in this course. They will be familiar with various linguistic processes and principles as an effect of language contact.

Course Outcomes:

At the end of the course, the students will have:

1. The ability to observe and describe the various situations leading to contact of languages.
2. The ability to observe and describe the phonological, morphological, syntactic and semantic effects of the linguistic contact.
3. The ability to construct rules or constraints that underlie the patterns of structural effects of linguistic contact, especially in borrowing, code-switching etc.
4. Understanding of the purposes and the principles underlying creation of languages in contact situations.
5. An awareness of the causes behind language-shift, attrition and endangerment and its impact.

Course Content:

1) **Contact situations**: Social contexts and causes of language contact.
2) **Language Maintenance:** The social setting of borrowing, motivations for lexical borrowing, process and products of lexical borrowing, rules, and constraints of lexical borrowing, structural diffusion
3) **Code Switching:** Social context of code-switching, Code-switching versus Borrowing versus Interference, Micro-Analysis of Code-switching. Linguistics aspects of code-switching: Structural constraints on code-switching, Constraints within matrix language framework, Constraints on Multi-word switches
4) **Language shift:** Second language acquisition (SLA), simplification in SLA, Developmental stages in SLA, Principles, and Constraints in SLA; Group second language acquisition (SLA), Issues in the study of language shift, processes of formation, fossilization, Constraints in language shift, and the concept of transfer in group SLA.
5) **Language Creation**: Pidgin and pidginization: Social context of pidgin formation, structural characteristics of pidgins, processes of pidgin formation, principles and constraints in pidgin formation, true pidgin, elaborated or extended pidgin
6) **Creole formation:** Sociohistorical background to Creole formation, intermediate Creoles, radical Creole, Some aspects of Creole grammar, Theories of Creole formation
7) **Bilingual Mixed languages**: classification of BML, structural representation, the process of changes, social motivations of BML, sociohistorical background, and origins.
8) **Language Attrition death:** external factors in language death, stages of language attrition, linguistic consequences of L1 attrition.

Suggested readings:

Appel, R. and P. Muysken. (1987). *Language Contact and Bilingualism*. London: Edward Arnold.

Austin, Peter K. and Sallabank, Julia. (2011). *The Cambridge Handbook of Endangered Languages*. Cambridge: Cambridge University Press.

Bhatia, Tej K. and William C. Ritchie (eds.) (2004). *The Handbook of Bilingualism*. Blackwell.

Daswani, C.J. (ed.). (2001). *Language Education in Multilingual India*. New Delhi: UNESCO.

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

Ferguson, C.A. (1971). *Language Structure and Language Use*. Stanford: Stanford University Press.

Ferguson, C.A. (1996). *Sociolinguistic Perspectives: Papers on Language in Society*. New York: Oxford University Press.

Fishman, J.A. (1972). *Readings in the Sociology of Language*. Stanford University Press, 1972.

Myers-Scotton, Carol. (2002). *Contact Linguistics: Bilingual Encounters and Grammatical Outcomes.* Oxford University Press.

Myers-Scotton, Carol. (2006). *Multiple Voices: An Introduction to Bilingualism*. Blackwell.

Pride, J.B. & Holmes, J. (eds.) (1972). *Sociolinguistics*. Harmondsworth: Penguin.

Khubchandani, L.M. (1983). *Plural Languages, Plural Cultures*. Honolulu: University of Hawaii Press.

Khubchandani, L.M. (1988). *Language in a Plural Society*. New Delhi. Indian Institute of Advanced study.

Khubchandani, L.M. (1997). *Revisualizing Boundaries*. SAGE Publications Pvt Ltd

Wei, Li. (ed.) (2000). *The Bilingualism Reader*. London and New York: Routledge

Winford, Donald. 2003. *An Introduction to Contact Linguistics*. Wiley-Blackwell.

Project-based Courses (Mandatory course)   [6 credits]

In these courses, the students are expected to conduct independent research in Linguistics under the supervision of the faculty members of the Department. The students will be trained to apply their learnings of other courses and engage with a specific research question in the domain of linguistics. They will be mentored to construct a research design and implement the same. These courses give them an opportunity to be part of the academic community of linguistics by engaging with the research literature and other researchers in the field.

Course Outcomes:

After completing the course, the students will have:

(1) The ability to
   a. make observations, develop observational frameworks and provide descriptions which would capture the richness of the data in the languages known to them.
   b. The ability to come up with puzzles related to various subdisciplines of linguistics.
   c. The ability to provide an explanation with evidence and argumentation for the puzzling phenomena.
(2) The ability to formulate a research question and select a suitable methodology
(3) The ability to deduce predictions of a theory and to gather data to test the predictions of a theory or to test descriptive/non-theoretical hypotheses.
(4) The ability to use principles of linguistic analysis to come up with applications useful to the community and the industry, especially information technology.
(5) Critical engagement with the current literature in the field.
(6) A sense of responsibility to development scientific temper.

Course Content:

The students are required to conduct independent, guided research on a specific question in any one of the domains (but not limited to) in Linguistics listed below. The students are expected to write and submit a dissertation at the end of the semester.

1. Structural properties of language: Puzzling phenomena in specific language(s) in the subdisciplines of Linguistics such as phonology, morphology, syntax, semantics, pragmatics or their interfaces. Similarities and differences in languages of India.
2. Language in society: Language variation, multilingualism in India, dynamics of language use in society (including social processes and languages, language histories, language standardization, written and spoken languages, language politics, language policies and education in India).
3. Computational Linguistic applications
4. Semiotic analysis of linguistic texts, media
5. Issues in translation
6. Field research in Linguistics: Documenting lesser-studied languages in India, documenting linguistic landscape of a region

Suggested readings:

The readings will be decided by the students and their supervisors together based on the field and the research question.

Writing, Science and Society (Elective Course)   [4 credits]

This course aims to introduce the student to the linguistic and social properties of writing. The course examines the various articulations of the relationship between speech and writing, and their social functions, especially in relation to community membership and citizenship. The relationship between writing and the possibility of science constitutes a special focus of the course.

Course Outcomes:

At the end of the course, the student will develop:

(1) A deep understanding of
    a.   language as a socio-cultural entity.
    b.   linguistic properties of written forms of language.
    c.   The relation between language and society.
    d.   The relation between language and science.
(2) An awareness of and a broad familiarity with central ideas related to functions of language in widely circulated theories/models and their alternatives.
(3) An ability to evaluate alternative conceptualizations of the relation between speech and writing.
(4) A sense of responsibility and respect towards the needs of a multilingual society.
(5) A sense of duty to help in promoting and strengthening participatory democratic practices, especially in the domain of languages.

Course Content:

1. **Language, Science and the Orality vs. Literacy Distinction**

   a. **Writing in Linguistics**: The concept of writing in the works of linguists such as Saussure, Jakobson (Prague School), Halliday etc.; Linguistics of Writing Systems.

   b. **Writing in Orality Studies:** Ong's notion of 'writing as technology' which restructures consciousness, the distinction between primary and secondary orality; the notion of residual orality.

   c. **Writing as a precondition to Language & Science:** Goody on the role of writing in the organization of society and development of science; Derrida's concept of 'arche-writing' as a precondition to language, the relation between writing, Platonism and science.

2. **Writing and Rationality in the Public Sphere**

   a. **Multilingualism and Sociolinguistics of Writing**: The social and linguistic dimensions of written and unwritten forms of language: Language vs. Dialect distinction; Ausbau and Abstand Languages, Diglossia, Restricted and Elaborated Codes. The role of standard languages in the public sphere and the concept of Hegemony.

   b. **Writing in the Public Sphere**: Relation between science, rationality and the Public Sphere. Habermas's concept of Public Sphere: its limitations and elaborations. Role of writing in the creation of "interpretive communities"; Mary Louise Pratt's notion of a contact zone and linguistic utopias; Relationship between official language, community and citizenship. Bleich on the materiality of language and language in the University.

Suggested readings:

Abel, P. R. (1998). Diglossia as a Linguistic Reality. *Yearbook of South Asian Languages and Linguistics*, 83-104.

Bernstein, B. (1981). Codes, modalities, and the process of cultural reproduction: A model. *Language in society*, *10*(3), 327-363.

Bleich, D. (2013). *The materiality of language: Gender, politics, and the university*. Indiana University Press.

Bleich, D. (1988). *The double perspective: Language, literacy and social relations*. *New York*: Oxford University Press.

Coulmas, F. (2016). *Guardians of language: Twenty voices through history*. Oxford University Press.

Coulmas, F. (2013). *Writing and society: An introduction*. Cambridge University Press.

Coulmas, F. (2003). *Writing systems: An introduction to their linguistic analysis*. Cambridge University Press.

Coulmas, F. (2000). The Nationalization of Writing. *Studies in the Linguistic Sciences.* Vol. 30.1.

Dasgupta, P. (2023). Silence, effability, and the written word. S.M. Katre Memorial Lecture. ms.

Dasgupta, P. (2021). On certain consequences of the objectification of languages: a substantivist approach. *Linguistic Frontiers*, *4*(2), 6-22.

Dasgupta, P. (2012*). Inhabiting human languages: the substantivist visualization*. New Delhi: Samskriti, on behalf of the Indian Council for Philosophical Research.

Derrida, Jacques. (2016). *Of Grammatology*. Tr. by Gayatri Chakraborty Spivak. 40th anniversary edition. Baltimore: Johns Hopkins University Press.

Derrida, J., & Spivak, G. C. (1974). Linguistics and grammatology. *SubStance*, *4*(10), 127-181.

De Saussure, F. (2006). *Writings in general linguistics*. Oxford University Press.

Fabb, N., Attridge, D., Durant, A. E., & MacCabe, C. (1987). *The Linguistics of Writing: Arguments between Language and Literature*. New York: Metheun.

Finkelstein, D. & McCleery, A. (Eds.). (2002). *The Book History Reader*. London: Routledge.

Goody, J. (1986). *The logic of writing and the organization of society*. Cambridge University Press.

Goody, J., & Watt, I. (1963). The Consequences of Literacy. *Comparative Studies in Society and History*, *5*(3), 304–345. http://www.jstor.org/stable/177651.

Habermas, J. (2020). The public sphere: An encyclopedia article. In *Critical theory and society* (pp. 136-142). Routledge.

Halliday, M. A. (2019). Written language, standard language, global language. *The handbook of world Englishes*, 331-348.

Halliday, M. A. K., & Martin, J. R. (2003). *Writing science: Literacy and discursive power*. Routledge.

Halliday, M. A., McIntosh, A., & Strevens, P. (1968). The users and uses of language. *Readings in the sociology of language. The Hague: Mouton*, 139-170.

Khubchandani, L. M. (1997). Indian diglossia. *LM Khubchandani, Revisualizing Boundaries: A Plurilingual Ethos,* New Delhi: Sage.

Kloss, H. (1967). 'Abstand languages' and 'Ausbau languages'. *Anthropological linguistics*, 29-41.

Knapp, K., Antos, G., Wodak, R., & Koller, V. (Eds.). (2008). *Handbook of communication in the public sphere*. Mouton de Gruyter.

Norris, C. (1979). Jacques Derrida's Grammatology. *PN Review*, *6*(2), 38.

O'barr, W. M. (2014). *Linguistic evidence: Language, power, and strategy in the courtroom*. Elsevier.

Olson, D. R., & Torrance, N. (Eds.). (2009). *The Cambridge handbook of literacy*. Cambridge University Press.

Ong, W. J., & Hartley, J. (2013). *Orality and literacy*. Routledge.

Sarukkai, Sundar. 2002. *Translating the World: Science and Language.* Lanham, MD: The University Press of America.

Vachek, J. (2015). *Written language: General problems and problems of English* (Vol. 14). The Hague: Mouton.

Vachek, J. (1989). Written language revisited. *Written Language Revisited*. Amsterdam: John Benjamins.

Vachek, J. (1964). *A Prague School reader in linguistics*. Indiana University Press.

Zamel, V., & Spack, R. (2012). *Negotiating academic literacies: Teaching and learning across languages and cultures*. Routledge.

Social Conflicts and Linguistic Nationalisms in South Asia (Elective Course)   [4 credits]

This course aims at discussing the role of language and culture in building nations, especially in multilingual societies like India. Focusing on the nation-states in South Asia, the course examines the arenas of social conflict in the complex relationship between language, culture, nationalism, and democracy.

Course Outcomes:

At the end of the course, the student will develop:

(1) An awareness of and a broad familiarity with central ideas discussed in the course.
(2) An understanding of the social, cultural and political factors at play in the making of modern nation-states in South Asia.
(3) A sense of responsibility and respect towards the diverse needs of a plurilingual polity.
(4) A sense of duty to help in promoting and strengthening participatory democratic practices, especially in the domain of languages.
(5) An ability to evaluate different conceptualisations of the idea of India and their underlying assumptions regarding the role of language in a multilingual nation.
(6) The ability to engage with controversial issues related to the complexities involved in inclusive nation-building, and articulate positions buttressed by a rational justification.

Course Contents:

1. **Conceptual Preliminaries**:
   a. Defining Culture: Culture as communication, culture as ways of living, culture as a primordial relation.
   b. Defining Language Socially: Language as an institution - language as identity, language as a resource, language as a right.
   c. Defining Nationalism: Concepts of 'nation', 'nationalism' and 'nation-state', defining citizenship, types of nationalisms (cultural and economic), notion of 'nation-building'.
   d. Language, Culture and Nation-building: Language a site for the making of a nation. Language and culture as an aid and barrier in participatory democracy, language and culture as expressions of people's aspirations in modern times.

2. **Social Conflict and Linguistic Nationalism in South Asia**:
   a. The shaping of modern Indian languages in the 19th and early 20th century. Role of Grierson's survey of India. Relation with dynamics of the making of culture and nation.
   b. Rise of linguistic nationalism in India: Conceptualization and promise of linguistic reorganisation of states during the freedom struggle. Views of leaders such as Gandhi, Nehru, Ambedkar on the role of language in the life of the nation. The partition experience and vacillations in the implementation of linguistic reorganisation of states.
   c. Language Movements for the formation of Linguistic States in India: Case study of nature of sub-nationalisms in Maharashtra, Andhra Pradesh, Kerala, Goa, Assam, Odisha etc.

d. Social Conflict and the language problem in South Asia: The Hindi – Urdu – Hindustani debate; Hindi in South India, Language and Nationalism in Punjab, Language and Ethnicity in N-E India, Linguistic Nationalism in Pakistan, Bangladeshi Nationalism, Language Conflict in Sri-Lanka.

Suggested readings:

Ambedkar, B. R. (2009). Thoughts on linguistic states. *Journal of Indian School of Political Economy*, 525-566.

Aneesh, A. (2010, March). Bloody Language: Clashes and Constructions of Linguistic Nationalism in India. In *Sociological Forum* (Vol. 25, No. 1, pp. 86-109). Oxford: Blackwell Publishing Ltd.

Annamalai, E. (1979). *Language Movements in India.* Mysore: CIIL. https://ia903001.us.archive.org/18/items/dli.language.0559/dli.language.0559.pdf

Ayres, A. (2009). *Speaking like a state: Language and nationalism in Pakistan*. Cambridge University Press.

Brass, P. R. (ed.) (2010). *Routledge Handbook of South Asian politics*. *India, Pakistan, Bangladesh*. London: Routledge.

Brass, Paul. 2005. *Language, Religion and Politics in North India.* Cambridge: Cambridge University Press.

Borah, R. (2019). Politics of identity, sub-nationalism and citizenship: A case of national register of citizens in assam. *Journal of Legal Studies and Research*, *5*(2).

Calvet, Louis-Jean. 1998. *Language Wars and Linguistic Politics.* Oxford: Oxford University Press.

Das, T. K., Bhattacharyya, R., & Sarma, P. K. (2022). Revisiting geographies of nationalism and national identity in Bangladesh. *GeoJournal*, *87*(2), 1099-1120.

Dasgupta, P. (2018). *Language as Identity in Colonial India*: Policies and Politics. Delhi: Palgrave Macmillan

DeVotta, N. (2004). *Blowback: Linguistic nationalism, institutional decay, and ethnic conflict in Sri Lanka*. Stanford University Press.

Diwakar, R. (2021). The origins and consequences of regional parties and subnationalism in India. *India Review*, *20*(1), 68-95.

Franda, M. (1981). Ziaur Rahman and Bangladeshi Nationalism. *Economic and Political Weekly*, 357-380.

Gupta, S. (2017). *Cultural Constellations, Place-Making and Ethnicity in Eastern India, c. 1850-1927* (Vol. 38). Brill.

Jabeen, M., Chandio, A. A., & Qasim, Z. (2010). Language controversy: impacts on national politics and secession of East Pakistan. *South Asian Studies*, *25*(01), 99-124.

Jayathilaka, A., Medagama, T., Panadare, U., & Menike, P. (2022). Languages Speak Reconciliation: An Interdisciplinary Study on the Impact of National Language in Post War Reconciliation Sri Lanka. *Technium Soc. Sci. J.*, *27*, 665.

Hajjaj, B. (2022). Nationalism and national identity formation in Bangladesh: A colonial legacy behind the clash of language and religion. *Asian Journal of Comparative Politics*, *7*(3), 435-448.

Kachru, B. B., Kachru, Y., & Sridhar, S. N. (eds.). (2008). *Language in South Asia*. Cambridge University Press.

King, R.D. (1997). *Nehru and the language politics of India*. Delhi: Oxford University Press.

Kumar, K., & Delanty, G. (2006). *The SAGE handbook of nations and nationalism*. Delhi: Sage Publications.

Majeed, J. (2018). *Nation and Region in Grierson's Linguistic Survey of India*. Routledge India.

Majeed, J. (2018). *Colonialism and knowledge in Grierson's Linguistic Survey of India*. Routledge India.

Mishra, P. (2018). *Language and the making of modern India: Nationalism and the vernacular in colonial Odisha, 1803–1956*. Cambridge University Press.

Mitra, S. K. (1995). The Rational Politics of Cultural Nationalism: subnational movements of South Asia in comparative perspective. *British Journal of Political Science*, *25*(1), 57-77.

Mitra, S. K. (2001). Language and federalism: the multi-ethnic challenge. *International Social Science Journal*, *53*(167), 51-60.

Mitra, S. (2012). Sub-National Movements, Cultural Flow, the Modern State, and the Malleability of Political Space: From Rational Choice to Transcultural Perspective and Back Again. *The Journal of Transcultural Studies*, *3*(2), 8-47.

Namboodiripad, E. M. S. (1984). *Kerala, society and politics: an historical survey*. Delhi: National Book Trust.

Nandy, A. (1989). The Political Culture of the Indian State. *Daedalus* 118, 4 (Fall, 1989): 67.

Nayar, B.R. (1969). *National Communication and Language Policy in India*. New York: Frederick A. Praeger.

Rahman, T. (1996). *Language and Politics in Pakistan*. Delhi: Orient Blackswan.

Rai, A. (2001). *Hindi nationalism (Tracks for the times)* (No. 13). Orient Blackswan.

Sarangi, A., & Pai, S. (Eds.). (2020). *Interrogating Reorganisation of States: culture, identity and politics in India*. Taylor & Francis.

Saxena, Anju. 2006. *Lesser-known Languages of South Asia: Status & Policies, Case Studies & Applications of Information & Technology.* The Hague: Mouton de Gruyter.

Singh, P. (2015). Subnationalism and social development: A comparative analysis of Indian states. *World Politics*, *67*(3), 506-562.

Introduction to Experimental Linguistics (Elective course)   [4 credits]

The course aims to introduce the nuts and bolts of experimental research and understand the role of experiments in scientific research in general and Linguistics in particular. In this course, the students will learn to conduct experiments in Linguistics as part of their overall training to become a researcher. The student will also learn the techniques of inferential statistics and its use in experimental research.

Course Outcomes:

At the end of the course, the student will develop:

1. A deep understanding of the role of concepts of inquiry, evidence, argument and reasoning in scientific research.
2. A deep understanding of the types of reasoning in the justification (defence) of observational generalisations, theoretical proposals, and proof (derivation of predictions from a theory).
3. An ability to engage with questions on the *rational justification* (*evidence* and *argumentation*) for the central concepts and propositions in various subdisciplines of Linguistics.
4. An ability to devise experiments to:
    a. test the predictions of a theory,
    b. test descriptive/non-theoretical hypotheses,
    c. choose between alternative hypotheses.
5. A sense of duty to promote and strengthen a spirit of scientific inquiry and outlook amongst the citizens of the country, as enshrined in the Indian Constitution.

Course Content:

1. **General Principles of Experimental Research**: Experimental outcomes as evidence. Characteristics of experimental research. Types of experiment in experimental linguistics: thought experiments, linguistic productions & linguistic comprehension. Experimental Designs: longitudinal, cross-sectional, between-subject design and within-subject design. Limitations of experimental research.
2. **Practical Aspects for Designing an Experiment**: Formulating a research hypothesis, choosing an experimental design – number of variables involved, relevance of clear instructions, conducting experimental trials; ethical principles involved in data collection.
3. **Validity and Reliability of an Experiment**: Building a trustworthy experiment: importance of internal and external validity and consistency. Variables and their types. Measurement scales for variables.
4. **Thought Experiments in Linguistics**: Introspection as a tool for collecting data vs. experimenting with introspection for hypothesis testing. Need to find real-life counterparts of the experimental results. Need for safeguards against experimenter's effect.
5. **Online and Offline Experimental Methods**: Elicitation, repetition, metalinguistic, forced-choice preference and comprehension tasks. Think-aloud protocols, time as an indicator of comprehension, priming, lexical decision tasks, naming tasks, stroop tasks, verification tasks, the self-paced reading paradigm, eye-tracking, the visual word paradigm.

6. **Fundamentals of Inferential Statistics**: Null hypothesis significance testing, effect sizes and confidence intervals, potential errors and statistical power, linear models and mixed linear models using R.

Suggested readings:

Arunachalam, S. (2013). Experimental methods for linguists. *Language and Linguistics Compass*, *7*(4), 221-232.

Gillioz, C. & Zufferey, S. (2020). *Introduction to experimental linguistics*. John Wiley & Sons.

Gries, S. T. (2017). Ten Lectures on Quantitative Approaches in Cognitive Linguistics: Corpus-linguistic, experimental, and statistical applications. In *Ten Lectures on Quantitative Approaches in Cognitive Linguistics*. Brill.

Gonzalez-Marquez, M., Becker, R. B., & Cutting, J. E. (2007). An introduction to experimental methods for language researchers. *Methods in cognitive linguistics*, *53*.

Litosseliti, L. (Ed.). (2018). *Research methods in linguistics*. Bloomsbury Publishing.

Podesva, R. J., & Sharma, D. (Eds.). (2014). *Research methods in linguistics*. Cambridge University Press.

Prideaux, G. D., Baker, W., & Derwing, B. L. (1980). Experimental linguistics. *Experimental Linguistics*. Amsterdam: John Benjamins Company.

Computational Semantics (Elective Course)   **[4 credits]**

This course explores the ideas of syntax-driven semantic analysis. Students will be familiar with the processes of semantic analysis which derive the meaning representation from the sentences. They are trained to use static knowledge from the lexicon and grammar for conventional meaning.

Course Outcomes:

Upon successful completion of this course, students will have:

1. The ability to describe the features and values of the lexicon to represent correct rules in the correct situation.
2. The ability to use parsed sentences as input to semantic analysis
3. The ability to analyse the feature structure and unification operator to implement the semantic analysis.
4. Evaluate the complex terms to encode the ambiguity.
5. The ability to apply the knowledge of lexical semantics in manner that is useful to industrial applications of natural language processing.

Course Content:

Module 1

Lexical semantics, Meaning Representation, Word sense disambiguation, WordNet, FrameNet

Module 2

Syntax-driven Semantic analysis, Principle of compositionality, Semantic analyzer, Rule-to-rule hypothesis, Semantic augmentations to context-free grammar: Semantic attachment, restriction of the NP, Nuclear scope.

Module 3

Quantifier scope, Ambiguity and under-specification, Constraint-based and Unification-based approaches to Semantic analysis, Idioms and compositionality, ambiguity and polysemy

Module 4

Distributional semantics, semantic modeling in vector spaces, semantics similarity, word clustering, and document clustering.

Suggested readings:

Baker, C. F., Fillmore, Charles J, and Lowe, John B. 1998. The Berkeley FrameNet project. In *COLING-ACL '98: Proceedings of the Conference*, Montreal, Canada.

Baroni, M., Bernardi, R., & Zamparelli, R. 2014. Frege in Space. A Program for Composition Distributional Semantics. *Linguistic Issues in Language Technology, 9*.

Butt, Miriam & King, T. H. 2007. *Lexical Semantics in LFG*. CSLI Publication.

Pollard, C. & Sag, I. A. 1994. *Head-Driven Phrase Structure Grammar*. University of Chicago Press.

Dalrymple, M. 2023. *The Handbook of Lexical Functional Grammar.* Berlin: Language Science Press.

Dalrymple, Mary; Lowe, John J.; Mycock, Louise .2019. *The Oxford Reference Guide to Lexical Functional Grammar*. Oxford: Oxford University Press.

Erk, Katrin. 2018. Computational Semantics. *Oxford Research Encyclopaedia of Linguistics.*

Fillmore., Charles. J .1968. The case for case. In E. Bach and R. Harms (eds) *Universals in Linguistic Theory*. Holt, Rinehart & Winston, New York, edition.

Geeraerts, Dirk. 2009. *Theories of Lexical Semantics*. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780198700302.001.0001

Goldberg, Adele. 2015. Compositionality. In Nick Riemer (ed.) *The Routledge Handbook of Semantics*. https://doi.org/10.4324/9781315685533

Jurafsky, D. and J. Martin. 2009. *Speech and Language Processing*. Pearson.

Miller, George. A. 1995. WordNet: a lexical database for English. *Communu* *ncations in ACM* 38, 11 (Nov. 1995), 39–41. https://doi.org/10.1145/219717.219748

Tuggy, David. 2009. Ambiguity, Polysemy, Vagueness. In *Cognitive Linguistics. Volume 4 (Issue 3),* page no. 273-290.

Online resources:
https://www.nltk.org/install.html
https://www.python.org/

Information Extraction and Retrieval in Computational Linguistics (Elective Course)

[4 credits]

This course aims to acquaint the students with the processes of extracting the required text. Students will be trained to prepare the rules of proper names, events, adverbs, compounds, and multiword lexical units. Students will learn how to do the categorization and classification of the proper names, events, adverbs, compounds, and multiword lexical units. Students will be trained in creating the resources for Linguistics tools.

Course Outcomes:

Upon successful completion of this course, students will have:

(1) Understanding of the functions of NLP tools that are based on human languages.
(2) The ability to analyse the behaviour of the language patterns in texts and categorize entities of the text to prepare annotated data for NLP tools.
(3) The ability to evaluate the rules of text and discuss the principles and constraints to the development of NLP systems.
(4) The ability to apply the linguistic knowledge to create the resources for the industry constructing linguistic tools.

Course Content:

Module 1

a) Document and text classification: process of text classification, Binary term frequency, Bag of words, tf-idf,
b) Word normalization in Indian languages: Spelling variation, Ambiguity between parts of speech.
c) Named entity recognition (NER): Ambiguity in NER, Sequence labelling in NER, Evolution of NER, NER for Indian languages
d) Noun compound interpretation: Detecting semantic connection between the components of a noun compound, Analysis of a noun compound, and Evolution of a noun compound.
e) Multiword expression extraction: Finding multiword lexical unit, Analysis of Multiword lexical unit, Evolution of a Multiword lexical unit

Module 2

a) Co-reference resolution: Identify the co-reference entities, Analysis of co-reference entities, and Evolution of co-reference entities.
b) Relation detection and classification: Approaches for relation analysis, Evolution of relation analysis

Module 3

a) Temporal & event processing: Temporal recognition, Temporal normalization, Event detection and analysis

Module 4

a) Question Answering System & Summarization: Factoid question answering, question-answer processing, Evolution of question-answer processing, Multiple documents & single document summarization, Question-answering & Query focused summarization. Retrieval challenges for Indian languages

Suggested readings:

Jurafsky, D and J. Martin. 2009. *Speech and Language Processing*. Pearson.

Manning, C.D., Raghavan, P., & Schutze, H. 2008. *Introduction to Information Retrieval*. Cambridge University Press.

Manning, C.D., Raghavan, P., & Schutze, H. 1999. *Foundations of Statistical NLP*. Publisher, MIT Press.

Hinze, A., Buchmann, A., & Etzion, O. 2010. Temporal perspective in Event Processing. In *Principles and Applications of Distributed Event-Based Systems*. Page no. 75-89. DOI:10.4018/978-1-60566-697-6.ch004

Arumae, K. & Liu, F. 2019. Guiding Extractive Summarization with Question-Answering Rewards. In *Proceedings of the 2019 Conference of the North American Chapter of the Association for Computational Linguistics: Human Language Technologies, Volume 1* (Long and Short Papers), pages 2566–2577, Minneapolis, Minnesota.

Online resources:

https://www.nltk.org/install.html

https://www.python.org/

Assessment Method

MA (Linguistics) (New) Semester III & Semester IV

(1) 2 credits course: Quantitative Methods for Linguistics with R

Continuous assessment:	Periodical tests and tasks set by the course facilitator in the form of short quizzes, journal of practical tasks in R software	1 credit	25 marks
Semester-End assessment:	Tasks will be set by the board of examiners of the Department for the student to demonstrate proficiency in using R software for quantitative analysis in Linguistics, as well as conceptual clarity of statistical concepts.	1 credit	25 marks
	Total	**2 credits**	**50 marks**

(2) All other courses of 4 credits each (<u>Except</u> Field Methods and Research Projects)

Continuous assessment:	Home assignments, class seminar presentations, group activity and presentations, problem-solving tasks, video-submissions	2 credits	50 marks
Semester-End assessment:	An open book test, a term paper submission or a case study*	2 credits	50 marks
	Total	**4 credits**	**100 marks**

*An open book test will essay-type questions or problem-solving tasks which requires the students to critically analyse linguistic texts or evaluate adequacy of current theoretical solutions for a linguistic phenomenon etc. The students can access the books, research journals, or collect data during the examination.

A term paper of maximum 5000 words on a given topic will be submitted by the students on or before a given date.

A case study will be in the form of a report (maximum word limit of 5000 words) to be submitted by the students on or before a given date.

All submissions as part of continuous or semester-end examinations will have a mandatory requirement of proper disclosure of used material in the form of reference citations.

(3) Assessment of Field Methods:

Semester-End assessment:	The students are expected to submit a report of upto 5000-6000 words in addition to the organised, transcribed and glossed data collected. The report consists of the metadata records, report on the data elicitation techniques used, a short introduction of the language etc.	3 credits	75 marks
	A viva-cum-open presentation	1 credit	25 marks
	Total	**4 credits**	**100 marks**

(4) Assessment for the Research Project (4 credits, 100 marks)

Semester-End assessment:	The students are expected to submit a dissertation of about 6000-8000 words consisting of a brief grammatical sketch of the language studied, in the format prescribed by the University.	As per the University Guidelines.	
	A viva-cum-open presentation		
	Total	**4 credits**	**100 marks**

(5) Assessment for the Project Based Courses (6 credits, 150 marks)

Semester-End assessment:	Dissertation as per the guidelines issued by the University	As per the University Guidelines.	
	A viva-cum-open presentation		
	Total	**6 credits**	**150 marks**

Mapping of Course Outcomes to Assessment Method

For all courses of 4 credits and 2 credits excluding the courses titled Field Methods, Research Projects and Project Based courses, the following mapping of course outcomes to assessment method will be followed:

The Internal Continuous Assessment as well as the External (Semester-end) Assessment in the form of Open-book tests, Case-study reports or Term-paper submissions will be designed to wholistically evaluate a student's achievement, measurable through course outcomes. **The questions would be set in a manner that all course outcomes will be covered with equally.** Therefore, both the forms of the assessments- internal and external- must include assessment of all Course Outcomes.

ALL Course Outcomes will be given EQUAL weightage in each form of the assessment.

Letter Grades and Grade Points

Semester GPA/ Programme CGPA Semester / Programme	% of Marks	Alpha-Sign / Letter Grade Result
9.00-10.00	90.0 -100	O (Outstanding)
8.00- <9.00	80.0-<90.0	A+ (Excellent)
7.00-<8.00	70.0-<80.0	A (Very Good)
6.00-<7.00	60.0-<70.0	B+ (Good)
5.50-<6.00	55.0-<60.0	B (Above Average)
5.00-<5.50	50.0-<55.0	C (Average)
4.00-<5.50	40.0-<50.0	P (Pass)
Below 4.00	Below 40	F (Fail)
Ab (Absent)	--	Absent

Sign of Chairperson
Board of Studies (Adhoc) in Linguistics
Dr. Renuka Ozarkar
Department of Linguistics, University of
Mumbai

Sign of Dean

Dr. A. K. Singh
Dean, Interdisciplinary Studies