

## As Per NEP 2020

### University of Mumbai



#### Title of the program

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

#### Syllabus for

#### Semester – Sem I & II

Ref: GR dated 16<sup>th</sup> May, 2023 for Credit Structure of PG

# 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 11<sup>th</sup> – 20<sup>th</sup> of November, 2019.
2. The resources available on the ThinQ website ([thinq.education](http://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](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 (defense) 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 I, II, III and IV**

Year (2 Yr PG)	Level	Semester (2 Yr PG)	Major		RM	OJT/F P	RP	Cumulative credits	Degree
			Mandatory Courses (3x4 + 1x2)	Electives (Any ONE to be selected by students)					
I	6.0	Sem I	Phonological patterns (Credits 4)	(Credits 4) Meaning, Cognition and the Body	Introduction to Research in Linguistics (Credits 4)			22	PG Diploma In Linguistics
			Morphological patterns (Credits 4)	Introduction to Lexicography					
			Sociolinguistics of Society (Credits 4)	Introduction to Semiotics					
			Phonetics & Phonetic Transcription (Credits 2)						
	6.0	Sem II	Transdisciplinary concepts in Linguistics- I (Credits 4)	(Credits 4) Theory Construction in Phonology		Credits 4	22		
			Patterns in Syntax (Credits 4)						
			Patterns in Grammatical Semantics (Credits 4)	Theory Construction in Morphology					
			Linguistic annotation software (ELAN, PRAAT etc) (Credits 2)	Sociolinguistics of Language Computational Linguistics					
<b>Cumulative credits for PG Diploma in Linguistics</b>			<b>28</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>44</b>		
<b>Exit option: PG Diploma (44 Credits) after 3 years UG</b>									
II	6.5	Sem III	Field Methods (Credits 4)	(Credits 4)			Credits 4		MA (Linguistics) Degree after 3 Yrs UG
			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					

		<b>Sem IV</b>	Historical Linguistics (Credits 4)	(Credits 4)			Credits 6	
			Linguistic Interfaces in Modern Indian Languages (Credits 4)	Writing, Science & Society				
			Introduction to Contact Linguistics (Credits 4)	Social Conflicts & Linguistic Nationalisms in South Asia				
				Introduction to Experimental Linguistics				
				Computational Semantics				
				Information Extraction & Retrieval in Computational Linguistics				
		<b>Cumulative Credits for 1 Yr MA (Linguistics)</b>	26	8			10	44
		<b>Cumulative Credits for 2 Yr MA (Linguistics)</b>	54	16	4	4	10	88

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## Semester I

### Phonological Patterns (Mandatory Course)

[4 credits]

This course aims at equip students with the tools to identify and describe sound patterns of human languages. Through active engagement with the phonological datasets, the students will arrive at useful notions in phonological descriptions as well as at principles of phonology. The course also aims at familiarizing the students with the concept of 'phonological system' and its phonetic basis.

#### Course outcomes:

The students having successfully completed this course, will have:

- (1) The ability to observe phonological patterns in languages
- (2) The ability to identify phonological units such as syllables and their structure
- (3) An understand phonetic classification of sounds and its relevance in forming phonological patterns in a language
- (4) The ability to explicitly and precisely describe the phonological patterns
- (5) An understanding of universal principles of phonology as well as variations in the phonological systems of languages

#### Course content:

##### Module 1

- (1) **Patterns and puzzles:** Distributions of sounds, alternations, phonological processes and phenomena such as stress-assignment, segment insertion or deletion etc.
- (2) **Units, categories and attributes:** Discovering phonological units- speech sounds, syllables, words, phrases and utterance; Phonetic basis of phonology- classification of sounds, relevant categories of sounds, markedness
- (3) **Rules and representations:** Rules and representations of phonological patterns and phenomena- generalizing statements

##### Module 2

- (4) Phonological variation across languages and sound change
- (5) Towards phonological universals and typology

#### Suggested readings:

Gussenhoven, Carlos and Haike Jacobs. (2011). *Understanding Phonology*. Routledge.

Jenkins, John T. (2004). *Principles of Generative Phonology*. John Benjamins publishing company.

Lass, Roger. (1984). *Phonology*. Cambridge University Press.

Mohanan, K.P and Tara Mohanan. (2013). *Exploring Patterns in Language*. (unpublished manuscript).

## Morphological Patterns (Mandatory Course)

[4 credits]

This course is designed with an aim to hone analytic skills of students in the domain of morphology. The students will be trained in identifying and describing patterns of word-formation, with a special focus on noun and verb morphology. An aim is to familiarize the students with the basic notions of word structure, morphological features of nouns and verbs and word classes.

### Course outcomes:

The students having successfully completed this course, will have:

- (1) The ability to observe morphological patterns in languages, especially in word-formation processes
- (2) The ability to identify and justify categories of words in a language
- (3) Familiarity with salient morphological features of nouns and verbs
- (4) The ability to explicitly and precisely describe the morphological patterns
- (5) The ability to apply analytical skills acquired in the domain of morphology to an Indian language texts

### Module 1

- (1) **Patterns and puzzles:** Patterns of word-formation (covariance of forms and meanings), compositionality, combinatorial constraints
- (2) **Units, categories and attributes:** Word classes; morphological features such as Person, Number, Gender, Case, Tense, Aspect, Mood; Units of morphological analysis such as morph and morpheme, word-affix-clitic.
- (3) **Rules and representations:** Rules and representations of morphological patterns- generalizing statements

### Module 2

- (4) POS tagging, lemmatization for Indian languages and challenges

### Suggested readings:

- Aronoff, Mark and Kirsten Fudeman. (2011). *What is Morphology?* Wiley-Blackwell.
- Haspelmath, Martin and Andrea Sims. (2011). *Understanding Morphology*. Hodder Education.
- Lieber, Rochelle. (2004). *Morphology and Lexical Semantics*. Cambridge University Press.
- Spencer, Andrew and Arnold Zwicky. (1998). *The Handbook of Morphology*. Blackwell.



## Sociolinguistics of Society (Mandatory Course)

[4 credits]

This course aims to introduce the various social situations of multilingualism and Speakers' attitudes and choice of languages.

### Course Outcomes:

1. Understand the notion of multilingualism and bilingualism.
2. Examine the functional differentiation of languages in a multilingual situation.
3. Critically evaluate the characteristic features of diglossia.
4. Discuss the relevance of the notions of Abstand & Ausbau languages.
5. Investigate the reason for language choices by speakers and their attitudes.
6. Examine to find out the problems of multilingual education, vernacular education

### Module1.

- a) **Bilingualism:** Types of Bilingualism and its Effect on Society. Bilingual proficiency
- b) **Multilingual Society:** Language use in Multilingual Society. Diglossia: Social Situations of Bilingualism & Diglossia, Ausbau languages, and Abstand languages.
- c) **Various situations of Language use in a Multilingual Society:** Language attitudes, stereotypes, Language ideologies, and kinds of choices.

### Module2.

- d) **Issues of language maintenance and language shift.** Problems of Linguistic Minorities and Immigrants. Social Structure and Mother Language Education.

### Readings:

- Bhatia, Tej K. and William C. Ritchie(ed.) 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 . 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 advance study.
- Khubchandani, L.M.1997. Revisualizing Boundaries. SAGE publications Pvt Ltd
- Wei, Li. (ed) 2000. The Bilingualism Reader. London and New York: Routledge

## **Phonetics and Phonetic Transcription (Mandatory Course) [2 credits]**

The skill of transcription of speech sounds is crucially required by a student of Linguistics in all fields of linguistic analysis. Therefore, this course is aimed at imparting skills of identifying speech sounds and transcribing them accurately using the International Phonetic Association's alphabet (IPA). In order to achieve this, the course is designed to introduce the students to the aspects of speech production and sharpen their ear-training.

### **Course Outcomes:**

Having completed this course successfully, the students will have:

- (1) An understanding of the various aspects of speech production.
- (2) The ability to accurately transcribe the speech sounds of any human language using the IPA alphabet.
- (3) A critical understanding of the relation between speech sounds, transcription and writing.

### **Course content:**

#### **Module 1**

- (1) **Physiology of speech production:** Organs of speech production
- (2) **Speech production processes:** Airstream mechanisms, states of glottis and phonation, articulation; places and manners of articulation; connected speech
- (3) **Classification of speech sounds:** Classification of consonants; Classification of vowels- cardinal vowel system, vowel space and vowel limit; Distinctive features
- (4) **Transcription and ear-training:** The IPA alphabets, diacritics. Narrow and broad transcription. Difference between transcription and writing.

### **Suggested readings:**

Ashby, Patricia. (2011). *Understanding Phonetics*. Hodder Education.

International Phonetic Association. (1999). *Handbook of International Phonetic Association*. Cambridge University Press.

Ladefoged, Peter. (2014). *A course in Phonetics*. 7<sup>th</sup> edn. Wadsworth Publishing.

## Meaning, Cognition and the Body (Elective Course)

[4 Credits]

The course offers an alternative architecture to the classical theory of meaning which emphasizes on the disembodied mind. The course examines the role of the interaction of the body with its environment in the cognitive process of meaning-making cognition.

### Learning Outcomes for the course are:

- 1) Understand the role of the body in the emergence of meaning as cognitive and interactive process.
- 2) The ability to choose between competing architectures for the emergence of meaning.
- 3) The ability to choose between competing frameworks for the formulation of representations
- 4) The ability to examine the relevance of dualisms such as mind-body & reason-emotion.

### Course Content:

1. **Categorization and Cognition:** prototypes and cognitive models, role of interactional properties in categorization, idealized cognitive models, types of cognitive models: classical, graded, radial, metonymic, composite categories.
2. **Conceptualization and Metaphors:** structure of a conceptual metaphor, direction of mapping of a conceptual metaphor, polysemy and inferential generalization, meaning, image schemas and embodied experience.
3. **Body as a Reference Point:** personal, temporal and spatial deixis.
4. **Gesture and Language:** relation between gesture and speech, cognitive being as a gesture-speech unity, role of hand movements in communication; Pointing and Communication: role of pointing in language use, pointing as a cue; pointing as a situated interactive activity; pointing as a meeting point of language, culture and cognition; the thought-language-hand link.
5. **Connecting the Dots:** the physical, biological, ecological, social and cultural dimensions of the body; the role of body in meaning-making; implications for mind-body dualism, reason and emotion.

### Suggested Readings:

- Kita, S. (Ed.). (2003). *Pointing: Where language, culture, and cognition meet*. Psychology Press.
- Johnson, M. (2013). *The body in the mind: The bodily basis of meaning, imagination, and reason*. University of Chicago press.
- Lakoff, G., & Johnson, M. (1999). *Philosophy in the flesh: The cognitive unconscious and the embodied mind: How the embodied mind creates philosophy*. Basic Books.
- McNally, D. (2001). *Bodies of meaning: Studies on language, labor, and liberation*. SUNY Press.
- McNeill, D. (2016). *Why we gesture: The surprising role of hand movements in communication*. Cambridge University Press.
- Talmy, L. (2018). *The targeting system of language*. MIT Press.

## Introduction to Lexicography (Elective Course)

[4 credits]

The main aim of this course is to introduce students to the practical knowledge of preparing dictionaries. Also, students will learn how to use linguistic knowledge while preparing the dictionary.

### Course Outcomes:

After successfully completing the course, the students will be able to

- 1) Understand the concept of the entry word and headword in the dictionary.
- 2) Discuss the difference between the notion of the word and the entry word for the dictionary.
- 3) Identify the semantically related words and prepare a dictionary according to the purpose of the dictionary.
- 4) Apply linguistic knowledge to prepare various kinds of dictionaries.

### Course content:

- a) **Unit of words:** Unit of words, Nature of Combinations, Set Combination - Collective, Derivative, Compounds, Multiword lexical unit, Proverbs, Idioms and Phrases, Collocations. Complex categories of words: phonological unit, morphological unit, lexical unit, grammatical unit, and lexicographical unit.
- b) **Arrangement of semantically related words:** Synonymy, Polysemy, Hyponymy, Hypernymy, Meronymy, Troponymy, Gradation, and Others.
- c) **Classification of dictionaries:** general or special word list, number of languages, word meaning or name, place explanation, the axis of time, arrangement of entries, paper vs digital
- d) **Dictionary-making phases:** Planning, Selection, and Arrangement of Dictionaries.
- e) **Preparing dictionary:** Making a dictionary of own language, comparing available dictionaries to find out the best version of a dictionary, and problems of preparing a dictionary.

### Readings:

Bo'Svensen, 2009. A Handbook of Lexicography: The Theory and Practice of Dictionary Making. Cambridge, Cambridge University Press.

Fellbaum, C.1998. WordNet: An Electronic Lexical Database. MIT Press.

Fontenlle T. (ed.).2008. Practical Lexicography: A Reader. Oxford University Press.

Hartmann, R.R.K. 1983. Lexicography Principle and Practice. New York: Academic Press.

Singh, R.A. 1982. An Introduction to Lexicography. Mysore: CIIL.

Zgusta, L. 1972. Manual of Lexicography. The Hague: Mouton

## Introduction to Semiotics (Elective Course)

[4 credits]

This course aims to acquaint the student with the concepts of the sign system to understand the creation and interpretation of signs and symbols.

### Course Outcomes:

At the end of the course, the students will be able to

1. Understand the notion of a sign and its function.
2. Analyse the various relationships in a text such as syntagmatic and paradigmatic relations.
3. Investigate the various kinds of codes such as social code, and logical code.
4. Interpret and create the meaning of signs and symbols.
5. Critically evaluate the relationship between text and discourse.

### Module 1.

- a) **Units of text:** the form, function, and meaning. Signs & Things: Naming things, Referentiality, Modality, Empty signifiers.
- b) **Relation within the text:** Conceptual relations, Spatial relations, Sequential relations, Structural reduction, The paradigmatic dimension, Oppositions, Alignment, Markedness, The semiotic square, Signs & Myths.

### Module 2.

- c) **Codes:** Types of Codes: Perceptual Codes, Social Codes, Textual Codes, Codes of Realism. System and codes, Code as structure, Expression and content, Denotation & connotation, Message & Text, Content & Referent, Cultural meaning, The Interpretant, The semantic system, Semantic markers, and the Sememe.

### Module 3.

- d) **Text and Discourse Constitution:** Concept of 'Text', The positioning of the subject, Modes of Address, Reading Positions, Intertextuality, problematizing authorship, Reading as rewriting, Intratextuality, Types and degrees of Intertextuality.

### Readings:

Chandler, Daniel. 2002. *Semiotics: The Basics*. London: Routledge.

Cobley, Paul (ed.). 2001. *The Routledge Companion to Semiotics and Linguistics*. London and New York: Routledge.

Danesi, Marcel. 2007. *The Quest for Meaning: A Guide to Semiotic Theory and Practice*. Toronto: University of Toronto Press.

Kapoor, K. 1991. "The Linguistic Sign: Bhartrhari's Sphota Vada". In H.S. Gill (ed.), *Structures of Signification*, Vol. II, pp. 291-98. New Delhi: Wiley Eastern Ltd.

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

### **Introduction to Research in Linguistics (Mandatory Course) [4 credits]**

The course is aimed at preparing the students of linguistics for independent research. It involves developing a better understanding of the meaning, components and process of research, especially in the field of linguistics.

#### **Course outcomes:**

After successfully completing this course, the students will have:

- (1) An explicit understanding of what it means to do research.
- (2) The ability to frame a research question, especially in Linguistics.
- (3) The ability to make and describe observations, establish relations in observations and draw inferences from data in various subfields of Linguistics.
- (4) An understanding of the methods of collecting data/evidence to verify the inferences.
- (5) The ability to revise and explicitly state the inferences.

#### **Course content:**

- (1) Process and components of research: What is research, what is a research question, process of research
- (2) Observing and describing, abstraction and generalization, explanation, prediction
- (3) Justifying the claims, testing of predictions, gathering evidence/data to test predictions.
- (4) Data collecting methods: corpus, interviews, questionnaires and experiments
- (5) Mathematical and scientific reasoning.
- (6) Exploring and selecting alternatives.
- (7) Collaboration in research: debates, collective knowledge. Ethics of research and collaboration

#### **Suggested readings:**

- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research*. Sage.
- Ender, A., Leemann, A., & Wälchli, B. (Eds.). (2012). *Methods in contemporary linguistics* (Vol. 247). Walter de Gruyter.
- Haegeman, L. (2009). *Thinking syntactically: a guide to argumentation and analysis*. John Wiley & Sons.
- Harrington, K., Litosseliti, L., Sauntson, H., & Sunderland, J. (2008). *Gender and language research methodologies*. Palgrave Macmillan.
- Labov, W. (1972). Some principles of linguistic methodology. *Language in society*, 1(1), 97-120.
- Litosseliti, L. (2017). *Research methods in linguistics*. Bloomsbury Publishing.
- Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of research design and methodology*. John Wiley & Sons Inc.
- Perry, T. A. (1980). *Evidence and argumentation in linguistics*. Walter de Gruyter.
- Podesva, R. J., & Sharma, D. (Eds.). (2014). *Research methods in linguistics*. CUP
- Schütze, C. T. (2016). *The empirical base of linguistics: Grammaticality judgments and linguistic methodology* (p. 244). Language Science Press.
- Wasow, T., & Arnold, J. (2005). Intuitions in linguistic argumentation. *Lingua*, 115(11), 1481-1496.

#### **Online Resources:**

Mohanan, K.P. and Tara Mohanan. *Introduction to Research*. Accessible at:  
<https://www.thinq.education/itr>

## Semester II

### Transdisciplinary Concepts in Linguistics – I (Mandatory 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.

#### Learning outcomes for the course are:

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

#### Course Contents:

The following concepts will be discussed during the course:

Behaviour, interaction, patterns, regularities: contrast, distribution and alternation, unit, set, property; process, relation & function, equivalence, recursion, invariance, variability, level, abstraction, manifestation, category, concept, generalization, Compositionality, construction, transformation; law (rules/constraints/principles), Structure, function, system

#### Suggested Resources:

Heine, B., & H. Narrog. (Eds.). (2015). *The Oxford handbook of linguistic analysis*. Oxford University Press.

Lasnik, H., & J. Uriagereka. (2022). *Structure: Concepts Consequences, Interactions*. Cambridge: The MIT Press.

Book Series: *Routledge Critical Concepts in Linguistics*

#### Online Resources:

<https://www.thinq.education/hoc>

<https://lexicon.hum.uu.nl/>

## Patterns in Syntax (Mandatory Course)

[4 credits]

This course aims at training students to identify patterns of sentence structure of human languages, be familiar with various syntactic phenomena and be able to represent them systematically. The course is also designed to help students to come up with evidence to establish relevance of grammatical categories such as subject and object.

### Course outcomes:

The students having successfully completed this course, will have:

- (1) The ability to observe patterns in sentence structures of human languages.
- (2) The ability to identify, distinguish and describe syntactic phenomena.
- (3) The ability to justify the relevance of grammatical categories.
- (4) The ability to systematically represent the sentence structure.
- (5) The skill of argumentation in syntax.
- (6) An understanding and ability to identify similarities and differences in syntactic patterns of languages and arrive at universal principles of syntax and variations across languages.

### Course content:

#### Module 1

- (1) **Patterns and puzzles:** Part-whole relations in clause structure; linear word-order patterns, unmarked word-order and scrambling; structure of phrases-heads and dependents, grammatical categories
- (2) **Representations:** Sentence structure representation
- (3) **Grammatical relations:** Thematic relations, Grammatical relations such as subject and object, topic and focus; patterns of relations between thematic and grammatical relations.
- (4) **Syntactic phenomena:** Raising, Control, Binding, question-formation
- (5) Similarities and differences in syntactic structure among languages, universal principles of syntax and limits of variation

### Suggested readings:

Baker, Mark. (2002). *The Atoms of the Language*. Basic Books.

Carnie, Andrew. (2011). *Modern Syntax: A Coursebook*. Cambridge University Press.

Mohanán, Tara. (1994). *The Argument Structure in Hindi*. CSLI publication.

Tallerman, Maggi. (2011). *Understanding Syntax*. Hodder Education.



**Patterns in Grammatical Semantics (Mandatory Course) [4 Credits]**

The course introduces the distinction between conceptual structure and grammatical structure. The course discusses the nature of semantic structure of Case, Events, Aspect and Modality and their representations to highlight the relevance of grammatical semantics to the study of meaning.

**The learning outcomes of the course are:**

- 1) A deep understanding of language as a cognitive entity.
- 2) The ability to engage with questions on the *rational justification (evidence and argumentation)* for the central concepts and propositions in grammatical semantics.
- 3) The ability to choose between competing representations of linguistic expressions within a given framework
- 4) The ability to develop observational frameworks and provide descriptions which would capture the richness of semantics of the languages known to them.
- 5) The ability to come up with puzzles related to grammatical semantics and provide an explanation with evidence and argumentation for the puzzling phenomena.

**Course Content:**

1. **Semantic Structure:** Notion of grammatically expressible meaning; the distinction between semantic structure and conceptual structure; covert and overt expressions of grammatical meaning; developing a system of representation for semantic structure.
2. **Semantics of Case:** functions of case-forms- expressing grammatical relations and semantic relations and their association; patterns of polysemy of case forms; 'core' meanings of polysemous case forms.
3. **Semantics of Events:** relation between events and verbs; Classifying Events: Acts, States, Causes and Motion; Typology of Events: events and time interval.
4. **Semantics of Aspect:** the distinction between tense and aspect, relation of aspect with time; types of aspectual distinctions, typology of aspect; the semantic structure of aspect.
5. **Semantics of Modality:** the notion of modality; relation of modality with time, types of sentential modality; variation in expression of modality across languages; examining the grammatical relevance of the distinction epistemic and deontic modality; cognitive models underlying modality.

**Suggested Readings:**

Chung, S., & Timberlake, A. (1985). Tense, aspect, and mood. In Shopen T. (ed). *Language typology and syntactic description: Grammatical categories and the lexicon*, Vol. 3. Pp 202-258. Cambridge: Cambridge University Press.

Croft, W. (2012). *Verbs: Aspect and causal structure*. Oxford: Oxford University Press.

Frawley, W. (2013). *Linguistic semantics*. Routledge.

Malchukov, A., & Spencer, A. (2008). *The handbook of case*. Oxford: Oxford University Press.

Mohanan, T., & Wee, L. (1999). *Grammatical semantics: Evidence for structure in meaning*. Cambridge University Press.

Rothstein, S. (2004). *Structuring events: A study in the semantics of lexical aspect*. Oxford: Blackwell Publishing Ltd.

### Linguistic Annotation Software (Mandatory Course)

[2 credits]

The aims of this course include imparting skills of handling software for linguistic analysis, annotation and data archiving. These skills are crucial for the students of Linguistics for research in digitizing and documenting languages, especially lesser-studied languages. Moreover, proficiency in such software improves employability of the students.

#### Course outcomes:

After successfully completing this course, the students will have:

- (1) An understanding of the need to archive linguistic data in digital and searchable manner with proper maintenance of metadata.
- (2) An ability to systematically record and store linguistic data in digital format
- (3) Proficiency in linguistic annotation using software for language analysis.

#### Course content:

- (1) **Introduction:** Need for linguistic documentation and digital archiving; importance and structure of metadata.
- (2) **Basics of acoustics:** Properties of a sound-wave, resonance, source-filter structure of the vocal tract, formants
- (3) **Acoustic annotation:** Digital recording of linguistic data, how to read and generate spectrograms of speech-sounds, transcription and annotation of spectrograms
- (4) **Linguistic annotation:** Morphological, syntactic, semantic annotation using software such as ELAN, FieldWork etc

#### Suggested readings:

Dash, Niladri Sekhar. (2021). *Language Corpora Annotation and Processing*. Springer.

Ladefoged, Peter. (1995). *Elements of Acoustic Phonetics*. 2<sup>nd</sup> edn. University of Chicago Press.

#### Online resources:

<https://archive.mpi.nl/tla/elan>

<https://praat.en.softonic.com/>

<https://software.sil.org/software-products/>

### **Theory Construction in Phonology (Elective Course)**

**[4 credits]**

This course is aimed at assisting students think independently and attempt to contribute to theory construction with the help of phonological patterns in languages. The course is designed to help students construct generalizations and look for explanation of observed phonological phenomena. It also developing skills of argumentation, looking for evidence to support a theoretical claim as well as identifying counterexamples.

#### **Course outcomes:**

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

- (1) The ability to construct generalizing statements or rules to explicitly and precisely describe a phenomenon.
- (2) The ability to construct explicit definitions and enlist assumptions of phonological theories.
- (3) The ability to clearly draw out consequences and predictions of the rules/ explanations offered.
- (4) The ability to verify the predictions with proofs, supporting data and counterexamples.
- (5) The familiarity with the existing frameworks of representations, description and explanations of phonological phenomena.
- (6) The ability to evaluate and choose from among competing explanations or generalization.

#### **Course content:**

##### **Module 1**

- (1) This course will begin with a class discussion on “What is there to explain in a phonological theory?”. This discussion draws upon some of the puzzling phenomena observed in the LING-501 course and identifies phonological universals and typological patterns.
- (2) It will be followed by attempts by the students to construct a theory- i.e. a set of explicit and precise statements/ representations to explain or derive the observed phenomena. It will also involve making concepts, assumptions and predications explicit and testing the predictions.
- (3) Evaluation of the competing theories/ explanations

#### **Suggested readings:**

- De Lacy, Paul. (2007). *The Cambridge Handbook of Phonology*. Cambridge University Press.
- Durand, Jacques. (1990). *Generative and Non-Linear Phonology*. Routledge.
- Goldsmith, John, Jason Riggle and Alan C. L. Yu. (2011). *The Handbook of Phonological Theory*. 2<sup>nd</sup> edn. Wiley-Blackwell.
- Hannahs, S.J. and Anna Bosch. (2018). *The Routledge Handbook of Phonological Theory*. Routledge.

**Theory Construction in Morphology (Elective Course) [4 credits]**

This course is aimed at assisting students think independently and attempt to contribute to theory construction with the help of morphological patterns in languages. The course is designed to help students construct generalizations and look for explanation of observed phonological phenomena. It also developing skills of argumentation, looking for evidence to support a theoretical claim as well as identifying counterexamples. Further, it involves a critical understanding and examination of concepts such as productivity in word-formation, paradigms, morphological system etc.

**Course outcomes:**

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

- (1) The ability to construct generalizing statements or rules to explicitly and precisely describe a morphological phenomenon.
- (2) The ability to make explicit definitions and assumptions of a morphological theory.
- (3) The ability to clearly draw out consequences and predictions of the rules/ explanations offered.
- (4) The ability to verify the predictions with proofs, supporting data and counterexamples.
- (5) Familiarity with existing frameworks of analysis, representation and explanation of morphological phenomena.
- (6) The ability to evaluate and choose from among competing explanations or generalization.

**Course content:**

**Module 1**

- (1) This course will begin with a class discussion on a review of morphological patterns and salient concepts used in morphological descriptions. This discussion draws upon the learnings of the LING-502 course.
- (2) It will be followed by attempts by the students to construct a theory- i.e. a set of explicit and precise statements/ representations to explain or derive the observed phenomena. It will also involve making concepts, assumptions and predications explicit and testing the predictions.
- (3) Evaluation of the competing theories/ explanations; assessment of relevance of the concepts used in morphological descriptions such as morphemes-morphs-allomorphs, lexeme and paradigm, inflection and derivation, compositionality, complexity, productivity etc.

**Suggested readings:**

Audring, Jenny and Francesca Masini. (eds). (2018). *The Oxford Handbook of Morphological Theory*. Oxford University Press.

Baerman, Matthew, Dustan Brown and Greville Corbett. (eds). (2015) *Understanding and Measuring Morphological Complexity*. Oxford University Press.

Spencer, Andrew and Ana Luis. (2012). *Clitics: an introduction*. Cambridge University Press.

Taylor, John R. (ed) (2014). *The Oxford Handbook of the Word*. Oxford University Press.

## Sociolinguistics of Language (Elective Course)

[4 credits]

The aim of this course is to introduce the interrelation among language, society, and practices in society. It also advances the knowledge of society concerning language in communication and its representation.

### Course Outcomes:

After successfully completing the course, the students will be able to

1. Understand the notions of dialect, register, and style
2. Examine the concept of social, regional, and functional variation.
3. Discuss the use of language in various social domains.
4. Critically evaluate the notion of the speech community and community behaviour.
5. Analyse the language change according to social behaviour.

### Course content:

#### Module 1.

- a) **Units of use of language /Types of variation:** Dialect, Register, Style. Linguistic diversity in India.
- b) **Dimensions of variation:** Social Variation: Age, Gender, Class, Caste, Regional Variation: Focal Area, Relic Area, Transitional Area, Dialect continuum. Functional Variation.
- c) **Domains of Language variation:** Speech communities, Communities of practice, and Social networks:

#### Module 2.

- d) **Applications of the Language in Society:** Speaking, Reading and Writing. Community Education

### Readings:

Chambers, J.K., P. Trudgill, and N. Schilling-Estes, (eds.).2002. The Handbook of Language Variation and Change. Oxford: Blackwell Publishers Ltd..

Danesi, Marcel. 2008. Language, Society, and Culture. Introducing Anthropological Linguistics. Toronto: Canadian Scholars' Press.

Fasold, R .1990. Sociolinguistics of Language: Introduction to Sociolinguistics. Blackwell: Oxford.

Gumperz, J. (ed.) 1982. Language and Social Identity, Cambridge: Cambridge University Press.

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

Hymes, D. (Edt.).1964. Language in Culture and Society. New York: Harper and Row.

Mesthrie, R., L. Swann, A. Denmert , & M.L. William. 2009. Introducing Sociolinguistics. Edinburgh: Edinburgh University Press.

Mills, S. (ed.) 1995. Language and Gender: Interdisciplinary Perspectives.London : Longman.

Newmeyer, F.J. (ed.) 1988. Linguistics: The Cambridge Survey. Vol. IV. Cambridge: Cambridge University Press.

Pandit, P.B. 1972. India as a Sociolinguistic Area. Pune: University of Poona.

Wardhaugh, R. 1986. An Introduction to Sociolinguistics. Oxford: Blackwell.

## Computational Linguistics (Elective Course)

[4 credits]

The aim of this course is to introduce the basics of computational linguistics. It also aims to get basic knowledge of Python programming language and the Natural Language Toolkit.

### Course Outcomes:

After successfully completing the course, the students will be able to

1. Understand the use of human language in computational approaches.
2. Examine the behavior of human languages in machine
3. Discuss the rules of languages in linguistic and computational linguistics.
4. Analyse the rules of words and sentences according to the requirements of Linguistic Tools.
5. Apply the linguistic knowledge to create the resources for Linguistic Tools.

### Course content:

- 1) **Language in computer applications:** Area of Natural Language Processing, Language Technology, Computational Linguistics. Applications, Technology, Methods and Resources of Computational Linguistics. Relation with Psychology, Mathematics Sociology and Artificial Intelligence.
2. **Fundamentals of programming:** Python Programming Language, NLTK , Interpreter, Compiler. Database and database types.
3. **Computational morphology:** Regular languages, Regular expression. Finite state automata, Deterministic and Nondeterministic finite state automata. Morphological parsing: Lexicon, Morphotactics, Orthographical rules.
4. **Finite state transducers:** Sequential and super sequential transducers, FST lexicon and rules.
5. **Spelling correction:** Porter stemmer, word and sentence tokenization, minimum edit distance, Detection and correction of spelling errors.

### Readings:

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

### Online resources:

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

<https://www.python.org/>

**On Job Training / Research Project (Mandatory Course) [4 credits]**

The students are expected to complete 60 hours of On Job Training in which they will be expected to apply their knowledge of Linguistics gained in other courses of the programme. This may include working under a researcher in Linguistics.

## Assessment Method

### MA (Linguistics) (New) Semester I & Semester II

#### (1) Mandatory courses of 2 credits each

<b>Continuous assessment:</b>	Periodical tests and tasks as set by the course facilitator in the form of short quizzes, tasks of recording and storing linguistic data, transcriptions or annotations	1 credit	25 marks
<b>Semester-End assessment:</b>	A task will be set by the board of examiners of the Department for the student to demonstrate proficiency in transcription, or recording, archiving and annotation of linguistic data using annotation software, especially for Indian languages.	1 credit	25 marks
	<b>Total</b>	<b>2 credits</b>	<b>50 marks</b>

#### (2) All other courses of 4 credits each including the RM course (Introduction to Research Methods for Linguists)

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

#### Question paper / Term paper / Case study pattern for examination:

\*An open book test will consist of 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 On-Job-Training or Research Project (4 credits, 100 marks) as per the University Rules



### Mapping of Course Outcomes to Assessment Method

For all courses of 4 credits and 2 credits excluding the On-the-Job Training / Field Project, the following mapping of course outcomes to assessment method will be followed:

The Internal 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 equal weightage.** 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

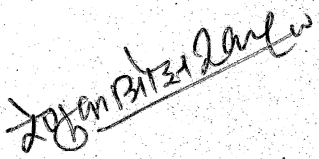


Semester GPA/ Programme CGPA Semester / Programme	% of Marks	Alpha-Sign / Letter Grade Result
9.00-10.00	90.0 -100	O (Outstanding)
8.00- <9.00	80.0-<90.0	A+ (Excellent)
7.00-<8.00	70.0-<80.0	A (Very Good)
6.00-<7.00	60.0-<70.0	B+ (Good)
5.50-<6.00	55.0-<60.0	B (Above Average)
5.00-<5.50	50.0-<55.0	C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

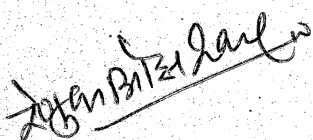


**Sign of HOD**  
Dr. Renuka Ozarkar  
Head  
Department of Linguistics, University of Mumbai

**Sign of Dean,**  
Dr. A. K. Singh  
Dean, Interdisciplinary Studies

## Team for Creation of Syllabus

Name	College Name	Sign
Dr. Renuka Ozarkar	Dept of Linguistics, University of Mumbai	
Dr. Avinash Pandey	Dept of Linguistics, University of Mumbai	
Ms Archana Thool	Dept of Linguistics, University of Mumbai	

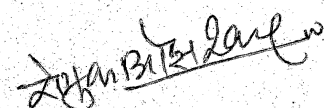


**Dr. Renuka Ozarkar**  
Head  
Department of Linguistics  
University of Mumbai

**Dr. A. K. Singh**  
Dean,  
Interdisciplinary Studies

## Justification for M.A. (Linguistics)

1.	Necessity for starting the course:	NEP 2020
2.	Whether the UGC has recommended the course:	YES
3.	Whether all the courses have commenced from the academic year 2023-24	M.A. (Linguistics) commenced in 1964 Modified in accordance to NEP 2020 in the a.y. 2023-24
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	Aided course
5.	To give details regarding the duration of the Course and is it possible to compress the course?	Duration : 2 years Not possible to compress
6.	The intake capacity of each course and no. of admissions given in the current academic year:	Intake capacity: 75
7.	Opportunities of Employability / Employment available after undertaking these courses:	Research & teaching positions in premiere institutes such as IIT-s, IIIT-s, Research positions in Govt bodies such as CIIL-Mysore, Bhasha Samiti; companies in IT industry and AI industry such as Google, Microsoft, HP; Publication Houses; Translation Industry; Language teaching institutes; Advertising and copy-writing



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