CENTRAL UNIVERSITY OF RAJASTHAN
SCHOOL OF HUMANITIES AND LANGUAGES
DEPARTMENT OF LINGUISTICS

5-Yr Integrated M.Sc. in Linguistics and Language Sciences
Course Structure

Semester	Course Code	Course Title	Subject	Credits
I	LIN101	Fundamentals of Language	Linguistics	4
	MAT 101	Calculus-I	Maths	4
	EN 101	Language and Communication Skills-I	English	2
	CSC 101 CSC 102	Computer Fundamentals & C Programming (3) C Programming Lab (1)	Computer Science	4
	STA 101 STA 102	Descriptive Statistics (3) Practicals (1)	Statistics	4
			Total Credits	**18**

Semester	Course Code	Course Title	Subject	Credits
II	LIN111	Fundamentals of Linguistics	Linguistics	4
	MAT 103	Calculus-II	Maths	4
	EN 102/ CSC 105	Language and Communication Skills-II / Information Communication Technology (ICT)	English/ Computer Science	2
	PHY 102 PHY103	Basic Electronics (2) Physics Lab I (2)	Physics	(Not to be offered)
	CSC 103 CSC 104	Object Oriented Programming in C++ (3) C++ Programming Lab (1)	Computer Science	4
	STA 103 STA 104	Probability and Random Variables (3) Practicals (1)	Statistics	4
			Total Credits	**18**

III	LIN201	Phonetics and Phonology Practicum	Linguistics	3 1
	EVS 201	Environmental Studies	Environmental Sci.	3
	PA301/ IH201	Introduction to Public Administration/ Indian Constitution and Human Rights	Social Science	3
	CSC 201 CSC 202	Data Structures (3) Data Structures Lab (1)	Computer Science	4
	STA 201 STA 202	Probability Distributions (3) Practicals (1)	Statistics	4
			Total Credits	**18**

IV	LIN211	Morphology and Syntax Practicum	Linguistics	3 1
	LIN212	Language Families of India	Linguistics	3
	MAT 201	Discrete Mathematics	Maths	4
	STA 203 STA 204	Statistical Inference-I (3) Practicals (2)	Statistics	4
		1 course to opt from the list given below		
	PHY 202 PHY 203	Properties of Matter and Waves (2) Physics Lab II (2)	Physics	(Not to be offered)
	CSC 203 CSC 204	Database Management System (3) Database Management Lab (1)	Computer Science	4
			Total Credits	**19**

	LIN301	Basic Semantics and Pragmatics	Linguistics	4
	LIN302	Language, Brain and Mind	Linguistics	4
V	LIN303	Language and Society Practicum	Linguistics	3 1
	LIN304	Syntactic Analysis (Elective I)	Linguistics	3
	LIN305	Morphological Analysis (Elective II)	Linguistics	3
			Total Credits	**18**
	LIN311	Historical Linguistics and Language Change Practicum	Linguistics	3 1
VI	LIN312	Basic Computational Linguistics Practicum	Linguistics	3 1
	LIN313	Language Structure and Grammar Writing Practicum	Linguistics	3 1
	LIN314	Applied Linguistics (Elective I)	Linguistics	3
	LIN315	Phonological Analysis (Elective II)	Linguistics	3
			Total Credits	**18**

Department of Linguistics
5Yrs Integrated M.Sc Linguistics and Language Sciences
Course Structure VII-X Semester

Semester	Course Code	Course Title	Nature of Course	Methodology		Credits
				Lecture	Practicum	
VII	LIN401	Experimental Phonetics/Phonology	Core	3	1	4
	LIN402	Sociolinguistics	Core	4	-	4
	LIN403	Linguistic Typology: South Asia as a Linguistic Area	Core	3	1	4
	LIN404	Lexical Semantics	Core	3	1	4
	LIN405	Clinical Linguistics I (with internship)*	DSE I	4	-	4
	LIN406	Advanced Morphology	DSE II	4	-	4
			Total Credits	24		
● Clinical Linguistics Internship will be of 2 weeks. It will take place after EOSE of Sem VII and continue till 1st week of Sem VIII.						

Semester	Course Code	Course Title	Nature of Course	Methodology		Credits
				Lecture	Practicum	
VIII	LIN411	Corpus Linguistics	Core	3	1	4
	LIN412	Formal Semantics	Core	3	1	4
	LIN413	Field Linguistics	Core	3	1	4
	LIN414	Clinical Linguistics II (with internship)*	DSE I	4		
	LIN415	Minimalist Syntax	DSE II	4	-	4
	LIN416	Origin and Evolution of Language and Cognition	Open Elective	4	-	4
			Total Credits	24		

Semester	Course Code	Course Title	Nature of Course	Methodology		Credits
				Lecture	Practicum	
IX	LIN501	Sign Language Linguistics	Core	4	-	4
	LIN502	Indian Grammatical Tradition: Panini Linguistics	Core	4	-	4
	LIN503	Multilingualism, Education & Language Policy	Core	4	-	4
	LIN504	Advanced Field Linguistics & Language Documentation	Core	4	-	4
	LIN505	Master's Thesis I	DSE I	4		4
	Any one from DSE II					
	LIN506	Application of Computational Linguistics	DSE II	4	-	4
	LIN507	Advance Syntax				
			Total Credits		**24**	

Semester	Course Code	Course Title	Nature of Course	Methodology		Credits
				Lecture	Practicum	
X	LIN511	Translation & Language Technology	Core	3	1	4
	LIN512	Masters' Thesis II	DSE I	-	16	16
	LIN513	Lexicography	DSE II	3	1	4
			Total Credits		**24**	

5-Yr Integrated M. Sc. in Linguistics and Language Sciences

FUNDAMENTALS OF LANGUAGE
LIN101
Semester I

Credits: 4

The contact hours for the course shall not exceed 60. Adjustment of time to be made within the units as per requirement else 15 hrs. for each credit inclusive of sessionals and tutorials.

Objectives of the Course:

By the end of this course the students will be able to:

- ➢ Understand the difference of human and non-human communication
- ➢ Understand the biological nature of human language
- ➢ Understand the nature of human language
- ➢ Understand the technicality of the grammatical and semantic aspects of language
- ➢ Understand the reasons and processes involved in language change

Unit I: The Biology of Language

- Hockett's (1960) Design Features of Language
- Function of Language
- Ferdinand de Saussure's Concept of Sign
- Writing System

Unit II: Grammatical Aspect of Language

- Structure of Word
- Notional Function of Words: Nominals and Verbal
- Syntax: Sentence with simple and complex predicate
- Sentence with infinite verb

Unit III: Semantic Aspects of Language

- What is Meaning?
- Social and Affective Meaning
- Types of Signs

Unit IV: Language Change

- Language Change
- Dialect Variation
- Language Families of India

Essential Readings

Grenetti, Carol. (ed.). 2014. *How Languages Work- An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press.

Fasold, R. W. and Connor-Linton, J. (eds.) 2013. *An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press.

Fromkin V., Rodman, R, and Hyams, N. 2014. *An Introduction to Language*. Australia, Singapore, UK, USA: Wadsworth Cengage Learning.

Hazen, Kirk. 2015. *An Introduction to Language*. Oxford: John Wiley and Sons Ltd.

Suggested Readings

Akmajian (2010). *An introduction to Language and Communication*. 6th edition, New Delhi: Prentice- Hall of India

Denham, K. and Lobeck, A. 2013. *Linguistics for Everyone: An Introduction.* Australia, Singapore, UK, USA: Wadsworth Cengage Learning.

O'Grady, W. and Archibald, J. (eds.) 2016. Contemporary Linguistic Analysis: An Introduction. 8th edition. Canada: Pearson.

Yule, George (2010). *The Study of Language*. 4th Edition, Cambridge: Cambridge University Press.

5-Yr Integrated M. Sc. in Linguistics and Language Sciences

FUNDAMENTALS OF LINGUISTICS
LIN111
Semester II

Credits: 4
The contact hours for the course shall not exceed 60. Adjustment of time to be made within the units as per requirement else 15 hrs. for each credit inclusive of sessionals and tutorials.

Objective of the Course:
By the end of the course the students will be able to know:

- ➢ Basic knowledge of sound pattern and its physiology (phonetics & phonology)
- ➢ Basic knowledge of the structure of word (morphology)
- ➢ Basic knowledge of sentence structure (syntax)
- ➢ Basic knowledge of meaning of words (semantics)

Unit 1: Introduction to Linguistics
- What is Linguistics?
- How Linguistics is a Scientific Study of Language?
- Levels of Analysis of Human Language
- Branches of Linguistics

Unit 2: Study of Sound System (Phonology)
- Branches of Phonetics
- Types of Sound
- Suprasegmental Features
- Phoneme, Phone and Allophones; Notion of Distinctive Features

Unit 3: Study of Word Structure (Morphology)
- Parts of Speech
- Morph, Morpheme, Allomorph
- Word Structure Analysis
- Types of Morpheme
- Word Formation Process

Unit 4: Study of Sentence Structure (Syntax)
- Types of Sentences: Simple, Compound and Complex
- Phrase and Clause
- Types of Clause: Main and Dependent Clause
- Phrase Structure Grammar

Unit 5: Study of Meaning- Structure
- Semantic Relations among Words- Lexical Semantics
- Semantic Relations among Sentences

Essential Reading:

Christopher, J Hall. 2008. *An Introduction to Language and Linguistics.* New York: Continuum

Suggested Readings:

Akmajian. et al. 2010. *An introduction to Language and Communication.* 6th edition, New Delhi: Prentice- Hall of India.

Crystal, David. 1985. *Linguistics*. London, Penguin 2nd ed.

Crystal, David. 1992. *Introducing Linguistics*. London, Penguin.

Fasold, R. W. and Connor-Linton, J. (eds.) 2013. *An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press.

Finegan, Edward. 2012. *Language: Its Structure and Use*. 6th Edition, Australia, Singapore, UK, USA: Wadsworth Cengage Learning.

Fromkin V., Rodman, R, and Hyams, N. 2014. *An Introduction to Language*. Australia, Singapore, UK, USA: Wadsworth Cengage Learning.

Grenetti, Carol. (ed.). 2014. *How Languages Work: An Introduction to Language and Linguistics*. New York: Cambridge University Press.

Hazen, Kirk. 2015. *An Introduction to Language*. John Wiley and Sons Ltd.

Hornsby, D. (2014). *Linguistics: A Complete Introduction: Teach Yourself*. Teach Yourself.

Yule, George (2010). The Study of Language. 4th edition, Cambridge: Cambridge University Press.

5-Yr Integrated M. Sc. in Linguistics and Language Sciences
PHONETICS AND PHONOLOGY
LIN201
Semester III

Credits: 04 (3 + 1)

The contact hours for the course shall not exceed 60. Adjustment of time to be made within the units as per requirement else 15 hrs. for each credit inclusive of sessionals and tutorials. The credit distribution consists of theory (3) and practicum (1).

Objectives of the Course: By the end of this course the students will be able to-

➢ understand the notions of phonetics and phonology (different branches of phonetics, phonological notions of speech sounds, and the phonetics-phonology interface)
➢ explain the process of speech mechanism, speech production and speech perception
➢ illustrate the basic concepts of segmental and suprasegmental speech sounds
➢ transcribe speech sounds using IPA

Learning Outcome: Students would be able to-

➢ describe and transcribe the speech sounds of any given language
➢ establish the phoneme inventory of any given language

Unit 1: Introduction to Phonetics and Phonology

- Overview of Phonetics and Phonology
- Relationship between Phonetics and phonology
- Main Areas of Phonetics: articulatory, acoustic and auditory

Unit 2: Units of Speech

- Segmental and Suprasegmental (or Prosodic) units of speech
- Functional overview of the speech production process
- Airstream mechanism, Modes of phonation, Oro-nasal processes
- Classifications of segmental speech sounds: consonants and vowels
- Acoustic Phonetics
  - Periodic and aperiodic sounds
  - Amplitude, Duration, Frequency, Harmonics, Spectrum, Filters
  - Interpretation of spectrograms

Unit 3: Describing Speech Sounds

- Describing Consonants: Places and Manners of Articulation
- Describing Vowels in relation to Cardinal Vowels
- Primary and Secondary articulation, Complex articulations
  - Nasalization, Labialization, Palatalization, Velarization and pharyngealization, Affrication, Double articulation, Vowel retroflexion, Diphthongization, Syllabicity
- Phonetic transcription
  - Introduction to IPA
  - Transcribing sounds especially in relation to Indian languages

Unit 4: Phonology

- Phoneme, Phone, allophone
- Assumptions and principles of phonemic analysis
  - Complementary distribution
  - Contrastive distribution
  - Free variation
  - Pattern congruity
- Structural phonology

Unit 5: Prosodic Phonology

- Syllable: syllable structure (Onset, Nucleus and Coda), consonant clusters
- Stress, tone, rhythm and Intonation.

Essential Readings:

Clark, J.&Yallop, C. 1995. *An Introduction to Phonetics and Phonology* (2nd Edition). Blackwell Publishers Limited.

Odden, D. 2005. *Introducing Phonology*, Cambridge University Press

Suggested Readings

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

Blackwell, W. *Handbook of International Phonetic Association*. 1999. Cambridge U P.

Catford, J. C. 1988. *A Practical Introduction to Phonetics*. Oxford: Oxford U Press.

Davenport,M. Hannahs,S.J. 2005. *Introducing Phonetics and Phonology*, Oxford U P.

Gussenhoven, C. & Jacobs, H. 1998. *Understanding Phonology*. Edward Arnold Limited.

Ladefoged, P. 1993. *A Course in Phonetics* (3rd Edition), Harcourt Brace College Publishers

Ladefoged, P. & Maddieson, I. 1996. *The Sounds of the World's Languages*.

Lodge, K. 2009. *Fundamental Concepts in Phonology, Sameness and Difference*. Edinburgh U P Ltd.

Roach,P. 1993. *English Phonetics and Phonology, A Practical Course.* Cambridge U P.

Skandera, P. Burleigh, P. 2005. *A Manual of English Phonetics and Phonology.* Gunter Narr Verlag Tübingen.

5-Yr Integrated M. Sc. in Linguistics and Language Sciences
MORPHOLOGY AND SYNTAX
LIN211
Semester IV

Credits: 04 (3 + 1)

The contact hours for the course shall not exceed 60. Adjustment of time to be made within the units as per requirement else 15 hrs. for each credit inclusive of sessionals and tutorials. The credit distribution consists of theory (3) and practicum (1).

Objectives of the course:

By the end of the course the students will be able to-

- ➢ understand the basic concepts of morphology and syntax
- ➢ describe the morphological processes and syntactic structures
- ➢ investigate relation between syntactic theory and syntactic analysis and provide theoretical suggestions

Learning outcomes:

The students would be able to do-

- ➢ simple morphological analysis
- ➢ simple test to identify grammatical categories
- ➢ identification of some select syntactic structures

Unit 1: Morphology

- Major concepts in Morphology
- Structural analysis of words
- Content words and Function words
- Morphemes; Bound and Free Morphemes
- Types of Affixes; prefix, suffix, infix, circumfix
- Root, Base and Stem
- The Hierarchical Structure of Words

Unit 2: Rules of Word Formation

- Derivational Morphology
- Inflectional Morphology
- Other Morphological Processes

Unit 3: Syntactic Processes

- Introduction to Syntactic Analysis
- Predicate-Argument Structure
- Grammatical Relations
- Syntactic Relations between Constituents of Clauses

Unit 4: Sentence Structures

- Constituents and Constituency Tests
- Syntactic Categories
- Phrase Structure Trees and Rules
- Heads and Complements
- Structural Ambiguities

Unit 5: Sentence Relatedness

- Transformational Rules
- The Structural Dependency of Rules

Essential Readings

Carnie, A. 2013. *Syntax: A Generative Introduction*. Sussex: Wiley-Blackwell Oxford University Press.

Lieber, R. 2010. *Introducing Morphology*. Cambridge: Cambridge University Press.

Suggested Readings

Aitchison, J. 2003. *Words in the Mind: An Introduction to the Mental Lexicon*. Oxford: Blackwell.

Aronoff, M. & Fudeman, K. 2011. *What is Morphology?* Malden, MA: Willey-Blackwell.

Carstairs-McCarthy, A. 2002. *Current Morphology.* Taylor and Francis Group, Routledge.

Comrie, B. 1989. *Language Universals and Linguistic Typology, Syntax and Morphology.* The University of Chicago Press.

Geert, B. 2007. *The Grammar of Words: An Introduction to Linguistic Morphology*. Oxford:

Fromkin, V, Rodman, R. & Hyams, N. 2003. *An Introduction to Language*. Singapore: Thomson Wadsworth.

Haspelmath, M & Sims, A.D. 2010. *Understanding Morphology*. London: Hodder

Kroeger, P. R. 2005. *Analyzing Grammar: An Introduction*. Cambridge University Press.

Lieber,R. Stekauer, P. 2005. *Handbook of Word-Formation.* Springer

Matthews, P. 1974. *Morphology.* Cambridge University Press.

Nida, E. A. 1949. *Morphology: Descriptive Study of Words*. Ann Arbor: University of Michigan Press.

Stephen R, Anderson. (Autumn, 1982). *Where's Morphology?* Source: Linguistic Inquiry, Vol. 13, No. 4 pp. 571-612. The MIT Press

Tallerman, M. 2011. *Understanding Syntax*. London: Hodder.

5-Yr Integrated M. Sc. in Linguistics and Language Sciences
LANGUAGE FAMILIES OF INDIA
LIN212
Semester IV

Credit :**03**

The contact hours for the course shall not exceed 60. Adjustment of time to be made within the units as per requirement else 15 hrs. for each credit inclusive of sessionals and tutorials.

Objectives of the Course:

By the end of the course students would-

- ➢ learn about the language families of India and their historical developments
- ➢ be aware of the reasons why certain languages are grammatically similar
- ➢ be able to understand the mutual influence between languages due to contact and convergence

Learning Outcomes:

Students would be able to-

- ➢ identify features shared by language groups at the phonological and syntactic levels
- ➢ identify each language family by its distinct characteristic features
- ➢ classify languages by their shared features

Unit 1: Language Families of India

- The concept of Sprachbund
- Major Language families
  - o Indo-Aryan, Dravidian, Austro-Asiatic, Tibeto-Burman
  - o Andamanese, Tai-Kadai
- Language Isolates & Mixed Languages

Unit 2: Select Typological Features at Phonological and Morphological Levels

- Names of Languages, Geographical Distribution, Demographic Details
  - o Some major languages of each family and their geographical distribution
- Linguistic characteristics of Sound Systems
- Linguistic characteristics of Word Formation and shared lexical features
- Genetic Connections, Language contact and convergence
- Linguistics characteristics of Sentence Structures
  - o Relative clauses and complementation
  - o Non-nominative subjects, Causatives and Passives

Unit 3: The Indian Linguistic Space

- Linguistic Acculturation and Linguistic Areas
- India as a Linguistic Area
- South Asia as a Linguistic Area
- Word Order Universals and Word Order Typology
- Indian States and Multilingualism

Recommended Readings

Abbi, A. *Manual of Linguistic Fieldwork and Structures of Indian Languages*. Lincom Europa.

Anderson, Gregory D. S. 2008. *The Munda Languages*. New York: Routledge.

B. Krishnamurti. 2003. *The Dravidian Languages*. Cambridge University Press.

Benedict, P. K. 1972. *Sino-Tibetan: A Conspectus*. Cambridge University Press

Brown, K. & Ogilvie, S. 2009. *Concise Encyclopaedia of Languages of the World*. Elsevier.

Crowley, T. & Bowern, C. 2010. *An Introduction to Historical Linguistics*. Oxford University Press.

Iyer, N. & Zare, B. (ed.). 2009. *Other Tongues: Rethinking the Language Debates in India*. Rodopi B.V., Amsterdam – New York.

Jain, Dhanesh & George Cardona (ed.). 2003. *The Indo-Aryan Languages*. Routledge

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

Katzner, K. 2002. *The Languages of the World*. Routledge

Masica, C. P. 1976. *Defining a Linguistic Area: South Asia*. Chicago: The University of Chicago Press.

Masica, C. P. 1991. *The Indo-Aryan Languages*. Cambridge University Press.

Matisoff, J. A. 2003. *Handbook of Proto-Tibeto-Burman: System and Philosophy of Sino-Tibetan Reconstruction*. UC Publications in Linguistics, University of California Press.

Nettle, D. and Romaine, S. 2000. *Vanishing Voices: The Extinction of the World's Languages*. Oxford University Press.

Sharma, R. C. (ed.). 1995. *Indian Theory of Knowledge and Language*. Bahri Publications, Delhi.

Subbarao, K. V., 2007. 'Typological Characteristics of South Asian Languages', in B. B. Kachru and S. N. Sridhar (eds.), *Language in South Asia*. Cambridge University Press, pp. 29-78.

Subbarao, K. V. 2012. *South Asian Languages: A Syntactic Typology*. Cambridge. New York, & Delhi: Cambridge University Press.

Subbārāo, Kārumūri V. 2012. web Material. *South Asian languages*: *A syntactic typology*. www.cambridge.org/subbarao www.academia.edu/Subbarao

Thurgood, G. and LaPolla, Randy J. (ed.). 2003. *The Sino-Tibetan Languages*. Routledge

5-Yr Integrated M.Sc. in Linguistics and Language Sciences

LIN301 BASIC SEMANTICS AND PRAGMATICS

Semester V

Credits: 4

Course Objectives
The course aims at introducing to the students the fundamental issues of linguistic meaning and also pragmatics by
- providing an introduction to a wide range of issues of contemporary relevance to the study of meaning.
- dealing with some of the basic topics in pragmatics such as the domain of pragmatics, conversational implicature, conventional implicature and speech acts.

Learning Outcomes
Upon completion of the course the students are expected to be able to:
- formulate clearly that semantics is the study of meaning, or more precisely, the study of the relation between linguistic expressions and their meanings i.e. meanings derived from speakers and hearers and
- appraise that pragmatics is the study of context, or more precisely, a study of the way context can influence our understanding of linguistic utterances i.e., meaning is context sensitive

Course outline

Unit 1: Semantics in Linguistics

- Semantics in a model of grammar

- Some important assumptions

- Challenges in doing semantics

- Meeting the challenges

Unit 2: Meaning, Thought and Reality

- Sense and Reference

- Reference as a Theory of Meaning

- Mental Representations

- Words, Concepts and Thinking

- Meaning and Indian tradition

Unit 3: Semantic Description

- Words and Grammatical Categories

- Words and Lexical Items

- Problems with Pinning Down Word Meaning

- Lexical Relations

- Derivational Relations

- Lexical Universals

Unit 4: Sentence Relations and Truth

- Logic and Truth

- Necessary Truth

- Entailment

- Presupposition

Unit 5: The Domain of Pragmatics

- What is pragmatics?

- Deixis, speech acts and events, presupposition

- Indexicality, grammar and meaning

Unit 6: Cooperation and Implicature

- The Cooperative Principle

- Hedges

- Conversational implicature

- Generalized Conversational implicatures

- Scalar implicatures

- Particularized Conversational implicatures

- Properties of Conversational implicatures

- Conventional implicatures

Textbooks

Saeed, John I. 2003. Semantics (2nd ed). Oxford: Basil Blackwell.

Yule, George. H.G. Widdowson.1996. Pragmatics (Oxford Introduction to language Study Series), Oxford University Press

Essential Readings

Cruse, Alan. 2011. Meaning in Language: An Introduction to Semantics and Pragmatics (Oxford Textbooks in Linguistics) Paperback

Goddard, Cliff. 1988. Semantic Analysis. Oxford: OUP.

Griffiths, P. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh Textbooks on the English Language.

Huang, Yan (2014). Pragmatics, 2nd edition. (Oxford Textbooks in Linguistics). Oxford
    University Press Keith, Allan. 2007. Natural Language Semantics. Oxford: Blackwell.

Lyons, John (1995) Linguistic semantics. Cambridge University Press.

5-Yr Integrated M.Sc. in Linguistics and Language Sciences

LIN302 LANGUAGE, BRAIN AND MIND

Semester V

Credits: 4

Objectives of the Course:

By the end of this course the students will be able to-

- Understand the historical development of ideas in Linguistics in relation to ideas in Philosophy, Psychology and Neurology.

- Analyze the connection between linguistic and cognitive concepts

- Comprehend the basic components of language processing

- Understand the neurobiological underpinnings of language organization in the brain

- Understand how the brain processes Sign Language of the Deaf

Learning Objectives:

Students would be able to-

- Critically analyze broad hypotheses regarding the language-brain-mind interface
- Devise and test novel hypotheses about the specific contribution of different languages to our understanding of the language-brain-mind interface

Unit 1. Introduction to Language, Brain and Mind

- Behaviorism: Proponents and Critics
- Cognitive Revolution: Computational Theory of Mind, Modularity of Mind, Functionalism, Connectionism

Unit 2. Language and Cognitive Concepts

- Sapir-Whorf Hypothesis

- Colour terms

- Mass and Count terms

- Numerical cognition

Unit 3. Cognitive basis of Language

- Competence and Performance

- Mental Representations and the Psychological reality of linguistic structure: Language and Memory; the sentence superiority effect

- Language Processing: planning, production, comprehension, reading

Unit 4. Neurobiological basis of Language

- Acquisition of Language: First Language Acquisition, Critical Period Hypothesis, Second Language Acquisition, Multilingualism

- Aphasia and other language disorders

- Experimental evidence for brain organization

Unit 5. Sign Language in the Brain

- Language in the visual-gestural modality

- Sign Language Acquisition: Critical Period and effects of late language acquisition

- Similarities and Differences between Sign Language and Spoken Language Processing in the Brain

- Lateralisation

- Brain Lesions in Signers

Essential Readings

Pinker, S. (2003). *The language instinct: How the mind creates language*. Penguin UK.

Aitchison, J. (2007). *The articulate mammal: An introduction to psycholinguistics*. Routledge.

Friederici, A. D. (2017). *Language in Our Brain: The Origins of a Uniquely Human Capacity*. United States: MIT Press.

Campbell, Ruth; MacSweeney, Mairéad; Waters, Dafydd. *Sign language and the brain: a review*. Journal of Deaf Studies and Deaf Education. 2008; 13(1):3–20.

MacSweeney, Mairéad; Capek, Cheryl M.; Campbell, Ruth; Woll, Bencie. *The signing brain: the neurobiology of sign language*. Trends in Cognitive Sciences. 2008a; 12(11):432–440.

Suggested Readings

Barner, D., & Snedeker, J. (2005). Quantity judgments and individuation: Evidence that mass nouns count. *Cognition*, *97*(1), 41-66.

Chomsky, N. (1959). "A review of BF Skinner's Verbal Behavior". *Language*, *35*(1), 26-58.

Frank, M. C., Everett, D. L., Fedorenko, E., & Gibson, E. (2008). Number as a cognitive technology: Evidence from Pirahã language and cognition. *Cognition*, *108*(3), 819-824.

Jackendoff, R. (2002). *Foundations of Language: Brain, Meaning, Grammar, Evolution.* United Kingdom: OUP Oxford.

Miller, G. A., & Isard, S. (1964). Free recall of self-embedded English sentences. Information and Control, 7(3), 292-303.

Li, Peggy, Tamiko Ogura, David Barner, Shu-Ju Yang, and Susan Carey. "Does the conceptual distinction between singular and plural sets depend on language?." *Developmental psychology* 45, no. 6 (2009): 1644.

Rescorla, M. (2020). "The Computational Theory of Mind" in Edward N. Zalta (ed.), *The Stanford Encyclopedia of Philosophy*. https://plato.stanford.edu/archives/fall2020/entries/computational-mind/

Skinner, B. F. (1957). *Verbal behavior*. New York: Appleton-Century-Crofts.

Winawer, J., Witthoft, N., Frank, M. C., Wu, L., Wade, A. R., & Boroditsky, L. (2007). Russian blues reveal effects of language on color discrimination. *Proceedings of the national academy of sciences*, 104(19), 7780-7785.

Poizner H, Klima ES, Bellugi U.,(1987) *What the hands reveal about the brain, Cambridge, MA, MIT Press*

Emmorey, K., (2002) *Language, cognition and the brain: Insights from Sign Language Research*. Lawrence Erlbaum Associates Publishers

5-Yr Integrated M.Sc. in Linguistics and Language Sciences

LIN 303 LANGUAGE AND SOCIETY

Semester V

Credits: 4

Objectives of the course:

The course aims to transmit the ability to tackle the issues of pertaining to language and society by
- providing extensive knowledge of theoretical postulates that govern the representation of language in society
- Providing updated literature on the interface between language and society along with different social variables
- Providing functional theories that address the issues of language change and language convergence

Learning Outcomes

Upon completion of the course the students are expected to have a better understanding of language structure in relation to society and would be able to
- recognize the interfaces between social variables and linguistic variables
- analyze the main phonetic, phonological structures of a language and to compare them to the cross-linguistically more frequent structures
- to demonstrate different perspectives such as Conflict, Functional and Interactional models to study the structures of the society and the verbal repertoire

Unit 1: Structural, cognitive and functional perspectives to study the human language

- Saussure and Structuralism

- Chomsky and Cognitive paradigm

- Dell Hymes and Functional paradigm

Unit 2: Social decorum and different social thinkers

- Functional perspective on Society:Max Weber, Emile Durkheim, Talcott Parsons, R.K. Merton,

- Conflict perspective on Society: Karl Marx, Engels

- Interaction perspective : G.H. Mead

- Indian society: M.N.Srinivas, Andre Beteille

Unit 3: Linguistics and its interface with Anthropology

- Kinship terms, Usage of Pronominals across Indian Languages

- Joking and Avoidance relationships in Society and Languages

- Proverbs, Folk tales and Social Decorum

- Language, Dialects and Geography

- Speech Community and Linguistic Identity with reference to Language Movements in India

Unit 4: Language variation

- Labov and Language variation

- Sapir-Whorf Hypothesis: Linguistic Determinism and Linguistic Relativity

- Language and Gender: Feminist Discourse and Masculinity studies in relation to Indian Languages

Unit 5: Applied fields in Language and Society

- Language Education policies·

- Indian Constitution and Linguistic rights

- Bilingualism, Multilingualism

- Language change and Sociophonetic studies

- Sociolinguistics of Sign Languages

- Politeness Phenomena manifested in terms of pronominal usage and the use of syntactic strategies to achieve politeness

Text Books:

Wardhaugh, Ronald (2009). An Introduction to Sociolinguistics. Wiley-Blackwell.

Essential Readings:

Brown, P. & Levinson, S. 1987. Politeness: Some Universals in Language Usage. CUP

Coulmas, Florian. 2013. Sociolinguistics: The Study of Speaker's Choices. Cambridge University Press.

Crystal, D. 2001. Language and the Internet. CUP

Fasold, R. W. and Connor-Linton, J. (eds.) 2013. An Introduction to Language and Linguistics. Cambridge: Cambridge University Press.

Fishman, J., A. Tabourwe-Keller, M. Clyne, Bh. Krishnamurti, M. Abdul Aziz (eds.) The Fergusonian Impact. Vol. 2, Sociolinguistcs & the Sociology of Language.

Hudson, R. 1996. Sociolinguistics. Cambridge University Press.

Jain, Dhanesh Kumar. 1973. Pronominal Usage in Hindi. University of Pennsylvania doctoral dissertation.

Peter Trudgill's. 2020. Sociolinguistics: An introduction to language and society. Penguin Books

Subbarao, K.V., R.K. Agnihotri, & A. Mukherjee. 1991. Syntactic Strategies and Politeness   Phenomena. International Journal of the Sociology of Language. pp. 35-54.

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LIN304 SYNTACTIC ANALYSIS

Semester V

(Elective)

Credits: 3

Objectives of the course:

By the end of the course the students will be able to-

- understand core theoretical concepts of syntax

- collect and investigate novel language data from various languages

- describe and analyze a large number of syntactic structures

- critically analyze existing models of syntactic theory and contribute to the creation of novel analyses

Learning outcomes:

The students would be able to do-

- Detailed identification of syntactic elements of syntactic structures
- Intermediate syntactic analysis of language data from any language

Unit 1. Government and Binding theory

- Constituent Structure and X' Theory: head, complement, specifier

- Government: Theta Roles, Case, Selection, Projection

- Binding Theory: Principles A, B, C; Control

- Transformations: A Movement, A' Movement

Unit 2. Generative syntax: Barriers

- Barriers: opaque and transparent domains of extraction

- Head movement: Verbs, Inflection and the clausal spine

- The Y/T model of syntax: syntax and its interfaces with Phonology and Semantics

Unit 3. Introduction to Minimalism

- · Morphosyntactic Features, Checking and Agree

- · Merge and Move

- · Economy principles

- · Derivation and Representation

Unit 4. Concerns of Syntactic Analysis

- ● Hypothesis generation and testing in Syntax

- ● Observational, descriptive and explanatory adequacy

- ● Falsifiability

Essential Readings

Carnie, A. (2013). *Syntax: A Generative Introduction*. Sussex: Wiley-Blackwell Oxford University Press.

Haegeman, L. (1994). *Introduction to Government and Binding Theory*. Kiribati: Wiley.

Adger, David. (2003). *Core Syntax: A Minimalist Approach*. South Korea, Oxford University Press.

Suggested Readings

Baunaz, L., Haegeman, L., De Clercq, K., & Lander, E. (Eds.). (2018). *Exploring nanosyntax*. Oxford University Press.

Chomsky, N. (1993). *Lectures on government and binding: The Pisa lectures* (No. 9). Walter de Gruyter.

Chomsky, N. (2014). *The minimalist program*. MIT press.

Larson, R. K. (2014). *On shell structure*. Routledge.

Mahajan, A. K. (1990). *The A/A-bar distinction and movement theory* (Doctoral dissertation, Massachusetts Institute of Technology).

Pollock, J. Y. (1989). Verb movement, universal grammar, and the structure of IP. *Linguistic inquiry*, *20*(3), 365-424.

Kidwai, A. (2000). *XP-adjunction in Universal Grammar: Scrambling and binding in Hindi-Urdu*. Oxford University Press, USA.

De Marneffe, M. C., & Nivre, J. (2019). Dependency grammar. *Annual Review of Linguistics*, *5*, 197-218.

Börjars, K. (2020). Lexical-Functional Grammar: An Overview. *Annual Review of Linguistics*, *6*, 155-172.

Embick, D., & Noyer, R. (2007). Distributed morphology and the syntax/morphology interface. *The Oxford handbook of linguistic interfaces*, *289*, 324.

Goldberg, A. E. (2003). Constructions: A new theoretical approach to language. *Trends in cognitive sciences*, *7*(5), 219-224.

Legendre, G. (2001). An introduction to Optimality Theory in syntax. *Optimality-theoretic syntax*, 1-27.

Steedman, M. (1993). Categorial grammar. *Lingua*, *90*(3), 221-258.

Müller, S., Abeillé, A., Borsley, R. D., & Koenig, J. P. (2020). Head-Driven Phrase Structure Grammar: The handbook.

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LIN 305 MORPHOLOGICAL ANALYSIS

Semester V

(Elective)

Credits:3

Course Objectives

This course will teach the basic concepts of morphology and their operations found in various languages of the world and enable students to have

● extensive knowledge of linguistic structure that exists in the literature to be able to describe a language

● overview of the descriptively and theoretically important grammatical rules and categories of languages across the world

● basic notions and issues emphasizing throughout the diversity of morphological patterns in human languages with special reference to Indian Languages

Learning Outcomes

By the end of the course students will be able to

● demonstrate a better understanding of language structure and would be able to focus on morphological data and problems of analysis

● construct that morphological research are cognitively realistic description of morphological structures

● examine the difference between automatic alterations which are truly phonological and morphophonological alternations which belong to morphology

Course Outline

Unit 1. Introduction

● What is morphology? Basic concepts in morphology

● Morphology in different languages

● The goals of morphological research

● Basic concepts

- Problems in Morphological Analysis

- Zero derivation; unmarked forms; discontinuous morphemes

Unit 2. Lexemes and word-forms

- Morphemes, affixes, bases and roots

- Formal operations

- Morphemes and allomorphs

- Some difficulties in morpheme analysis

- Lexicon and rules

Unit 3. Productivity and the lexicon

- The form of morphological rules

- The morpheme-based model

- The word-based model

- Morphological change; Pattern loss, Coalescence Analogical change, Reanalysis, other changes

Unit 4. Inflection and derivation

- Inflectional categories

- Derivational meanings

    - Derived nouns

    - Derived verbs

    - Derived adjectives

- Properties of inflection and derivation

- Conceptualizations in morphological theory

    - The dichotomy approach

    - The continuum approach

    - A tripartition: contextual inflection, inherent inflection and derivation

Unit 5. Morphological trees

- Compounding

- Hierarchical structure and head-dependent relations in compounds

- Hierarchical structure and head-dependent relations in derived lexemes

Unit 6. Word-based rules

- Syntagmatic and paradigmatic relations in morphology

- Subtraction, back-formation, cross-formation

- Output constraints in morphology

  - Phonological output constraints

  - Semantic output constraints (or constructional meanings)

- Triangular relationships

- Bracketing paradoxes

Unit 7. Morphology-phonology interface

- Prosodic Morphology

- Phonotactic constraints

- Root-and-pattern morphology

- Reduplication

- Morphophonological processes

Textbooks

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

Martin Haspelmath.2002. Understanding Morphology. Oxford University Press.

Essential Readings

Anderson, Stephen, 1982. Where is morphology? Linguistic Inquiry 13(4): 571-612.

Aronoff, M. 1976. Word Formation in Generative Grammar. Cambridge, Massachusetts: MIT Press.

Aronoff, M., and Kirsten Fudeman. 2010. What is Morphology. Oxford: Blackwell.

Booij, G E. 2007. The Grammar of Words: An Introduction to Linguistic Morphology. Oxford: OUP.

Comrie, Bernard and Norval Smith, 1977. Lingua descriptive studies: questionnaire. Lingua 42: 1-72.

Fromkin, V. (ed.) 2000. Linguistics: An Introduction to Linguistics. Cambridge: Blackwell. Shopen, Timothy (ed.), 1985. Language typology and syntactic description, vol. I II, III. Cambridge University Press.

Katamba, Francis & John Stonham. 1992 (?). Morphology. Macmillan.

Thomas E. Payne, 1997. Describing Morphosyntax. A guide for field linguists. Cambridge University Press.

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LIN311 HISTORICAL LINGUISTICS & LANGUAGE CHANGE

Semester VI

Credits: 4

Course Objectives

The course aims to transmit the ability to explore the issues of historical lingusitics
- providing knowledge of the theories that address the origin and evolution of human language
- Providing historical background to the change of language at phonological, morphological, syntactic and semantic levels

Learning Outcomes

Upon completion of the course the students are expected to have a better understanding of language structure in relation to society and would be able to
- Understand the concepts and theories of historical linguistics
- Observe lesser known phonological data from Indian languages
- Understand the cross linguistic universal patterns that govern speech sounds in language
- Understand the systematicity involved in sound change and syntactic alternations

Unit 1: Pre structural /Historical paradigm on language

- Language Family

- Philology and Darwin's Evolutionary perspective

- Use of written records for Historical studies

- Synchrony vs. Diachrony

Unit 2: Basic concepts in Historical Linguistics

- Cognate

- Comparative method

- Reconstruction and Internal Reconstruction

- Language Isolates

- Sprachbunds and Language families of India

Unit 3: Sound change and Evolutionary Phonology

- Sound change and Neogrammarian theory

- Grimm's Law

- Verner's Law

- Grassman's Law

- Wave theory and Analogy

Unit 4: Morphological Typology of Languages

- Isolating languages

- Inflectional languages

- Agglutinating languages

- Incorporating languages

Unit 5: Contact and   Convergence of Languages

- Language variations and social implications

- Linguistic area, Transition area and Relic area

- India as a linguistic area

- Morphosyntactic Reconstructions: Grammaticalization, syncretism and Lexicalization

- Lexical Diffusion

- Current Approaches in Historical Linguistics

Essential Readings:

Brain D. Joseph , Richard D. Janda (eds.) 2003. The Handbook of Historical Linguistics. Blackwell Publishing Limited.

Hale, Mark. 2007. Historical Linguistics: Theory and Method. Oxford: Blackwell.

Crystal, David. 2002. Encyclopedia of Language. Cambridge University Press.

Aitchison, J. (2001). *Language change: Progress or decay?*. Cambridge university press.

Anttila, R. (1972). *An introduction to historical and comparative linguistics*. New York: Macmillan.

Anthony, D. W. (2010). *The horse, the wheel, and language: how Bronze-Age riders from the Eurasian steppes shaped the modern world*. Princeton University Press.

Bowern, C., & Evans, B. (Eds.). (2015). *The Routledge handbook of historical linguistics*. Routledge.

Bynon, T. (1977). *Historical linguistics*. Cambridge University Press.

Campbell, L. (2013). *Historical linguistics*. Edinburgh University Press.

Campbell, L. (2007). *Glossary of historical linguistics*. Edinburgh University Press.

Clackson, J. (2007). *Indo-European linguistics: an introduction*. Cambridge University Press.

Crowley, T., &Bowern, C. (2010). *An introduction to historical linguistics*. Oxford University Press.

Croft, W. (2000). *Explaining language change: An evolutionary approach*. Pearson Education.

Deutscher, G. (2005). *The unfolding of language: An evolutionary tour of mankind's greatest invention*. Macmillan.

Dimmendaal, G. J. (2011). *Historical linguistics and the comparative study of African languages*. John Benjamins Publishing.

Emeneau, M. B., 'India as a linguistic area', Language, 32.3 (1956), 3–16.

Emeneau, M.B., 'India as a Linguistic Area Revisited', in   F. C. Southworth and M. L. Apte (eds.),

Contact and Convergence in South Asian Languages, International Journal of Dravidian Languages, 3.1

(1974).

Fortson IV, B. W. (2011). *Indo-European language and culture: An introduction* (Vol. 30). John Wiley & Sons.

Hock, H. H. (2009). Principles of historical linguistics. Walter de Gruyter.

Masica, C. P., Defining a Linguistic Area: South Asia (Chicago: The University of Chicago Press, 1976).

Subbarao, K.V. 2012. South Asian Languages: A Syntactic Typology. Cambridge: New York: Delhi. Cambridge University Press.

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LIN 312 BASICS IN COMPUTATIONAL LINGUISTICS

Semester VI

Credits: 4

Objective of the Course:

The objective of this course is to make the students understand the following:

- some essential concepts of linguistic structure are adopted to build computational models that process and translate one natural language to another.

Learning Outcome:

By the end of this course the student will be able to:

- create tools that implement linguistic analysis
- assess knowledge of various goals and methods of computational linguistics involving the formulation of grammatical frameworks enabling the analysis at various linguistic levels.

Unit1: Introduction

- A history of NLP focusing on Grammatico-logical Phase and Lexical & Corpus Phase. (Jones 1994). Difference between computational linguistics and Natural language processing.
- Various applications in NLP: i. speech recognition software; ii. natural language interfaces to software; iii. Document retrieval and information extraction for written text.

Unit 2: Digital corpora in computational studies:

- Corpora as a basis of linguistics studies. Chomsky & criticism of early corpus linguistics. Modern corpus studies, corpus building.
- Characteristics of corpora, collection and application.
- Raw corpus: frequency and analysis. Annotated corpus: different stages and application.
- Different types of ambiguity and its resolution

Unit 3: Structure of machine translation systems

·   The earliest applications of computational Linguistics. Early models and latest developments. History and the Socio political relevance of MT.

·   Difference between MT, MAT and HT. The architectural issues. The feasibility and the relevance. The analytical pyramid in MT.

- Lexical, morphological, syntactic, and semantic components as transfer components where the data feeds into the next component until an abstract representation of a sentence is produced.
- Applications and methods adopted at various levels of language (lexical, morphological, syntactic, and semantic levels) in machine translation: **Words:** finite automata, finite transducers, weighted transducers, N-grams, and Hidden Markov Models. **Syntax:** part-of-speech tagger, transformation-based learning, CYK and earley algorithms for parsing, unification and typed feature structures, lexicalized and probabilistic parsing and analytical tools like Chomsky hierarchy and pumping lemma. **Semantics:** First order predicate calculus. **Pragmatics:** Covers reference resolution and discourse structure and coherence, spoken dialog phenomena like dialog and speech act modelling, dialog structure and coherence, and dialog managers. (Jurafsky and Martin :1999))

Unit 4: Natural Language Processing: A Paninian Perspective

- Brief history and Goals of Paninian Grammar.
- Comparison of Paninian framework with some western computational Grammars such as lexical functional Grammar, Tree Adjoining grammar and Government andBinding.
- Words and their analysis through morphological analysis
- Karaka theory as a semantic model in Paninian Grammar
- Anusaraka or Language Accessor

Unit 5 Modeling:

- Students are expected to practice LINUX commands, VI editing commands,
- Regular Expressions and programming, and work out certain models of
- Generators, Analyzers and taggers.
- Write short Algorithms for linguistics models of computational application. Use corpus for testing of models.
- Students need to submit a short write up for internal assignment and appear for a written test in the classroom and practice of programming.

Essential Readings

Chaitanya, V., Sangal, R., & Bharati, A. (1996). *Natural language processing: a Paninian perspective*. Prentice-Hall of India.

Jurafsky, D. (1999). J. Martin,". *Speech and Language Processing—An Introduction to Speech Recognition, Natural Language Processing, and Computational Linguistics*.

Suggested Readings

Mitkov, R. (Ed.). (2004). *The Oxford handbook of computational linguistics*. Oxford University Press.

Jones, K. S. (1994). Natural language processing: a historical review. In *Current issues in computational linguistics: in honour of Don Walker* (pp. 3-16). Springer, Dordrecht.

Clark, A., Fox, C., & Lappin, S. (ed.). 2013. *The Handbook of Computational Linguistics and Natural Language Processing.* UK: John Wiley & Sons.

Douglas Arnold, Lorna Balkan, Seity Meijer, R. Lee Humphreys & Loisa Sadler. 1994. *Machine Translation: An Introductory Guide*. New York: Blackwell Ltd.

Grishman, R. 1986. *Computational Linguistics: An Introduction*. Cambridge: Cambridge University Press.

Hutchins, W. J., & Somers, H. L. 1992. An Introduction to Machine Translation. Vol. 362. London: Academic Press. Jurafsky, D. and J. Martin. 2002. Speech and Language Processing.

Jurafsky, D., & Martin, J. H. (2014). *Speech and Language Processing*. London: Pearson.

Kennedy, G. 2014. *An Introduction to Corpus Linguistics.* London and New York: Longman.

Lyons, J. 1970. *Chomsky.* UK: HarperCollins.

McEnery, A. M., & Wilson, A. 2001. *Corpus Linguistics: An Introduction*. Edinburgh: Edinburgh University Press.

Roark, Brian and Richard Sproat. 2007. *Computational Approaches to Morphology and Syntax.* USA: Oxford University Press.

Ruslan, Mitkov (ed.).2002. *The Oxford Handbook of Computational Linguistics*. Oxford: OUP.

Uma Maheshwar Rao, G. and Amba Kulkarni. 2007. *National Language and Computing*. PGDCAIL, vol.411. Hyderabad: CDE, University of Hyderabad.

Uma Maheshwar Rao, G., & Parameswari, K. 2010. "On the Description of Morphological Data for Morphological Analysers and Generators". In Mona Parekh (ed.), Morphological Analysers and Generators, 7381. Mysore: LDCIL, Central Institute of Indian languages.

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LIN313 LANGUAGE STRUCTURE AND GRAMMAR WRITING

Semester VI

Credits: 4

The objective of the course is to:

● Develop an ability to adopt a suitable theoretical concept depending on the goals set prior commencing the study
● Introduce methods and concepts in order to make the student aware that there is no one procedure to analyse language

Learning Objectives:

Following the completion of the courses students will be able to:

● Identify and adopt linguistic methods that are suitable for studies involving typological diversities

● Appraise historical development and natural language processing

Unit 1: Structuralism in linguistics

● Language structure and structuralism

● Foucaultian discourse analysis

● Structures, Developments and Perspectives

● Structuralism and behaviorism theory of Leonard Bloomfield

● Syntagmatic and paradigmatic linguistics

● Roman Jackobson's structural approaches of Sound System

Unit 2: Methods of Language Documentation

- Synchronic and Diachronic studies

- How to document a grammar

- Case studies in linguistics: Some sample grammar that made a case study

- Structure of Different language family

- Traditional grammar

    Western and Indian point of view

- India as a linguistic Area

    Genetic and typological classification of language contact

    Language Contact

    Convergence and divergence

    Grammaticalization

    Contact-Induced morphosyntactic changes

    Borrowing, code-switching

Unit 3: Select Grammatical frameworks

- Panini's Grammar
- Traditional grammar
- Prescriptive Grammar vs Descriptive Grammar
- Corpus-Based and Corpus-Driven analyses of Language Variation
- Dependency Grammar and Valency theory
- Grammaticalization and Linguistic Analysis

Essential Reading

Davies, A. M., Engler, R., Joseph, J. E., Gordon, T. W., Normand, C., Falk, J. S., & Ungar, S. (2004). *The Cambridge Companion to Saussure*. Cambridge University Press.

Allan, K. (Ed.). (2013). *The Oxford Handbook of the history of linguistics*. OUP Oxford.

Sanders, C. (Ed.). (2004). *The Cambridge Companion to Saussure*. Cambridge University Press.

Chaitanya, V., Sangal, R., & Bharati, A. (1996). *Natural language processing: a Paninian perspective*. Prentice-Hall of India.

Diaz-Bone, R., Bührmann, A. D., Rodríguez, E. G., Schneider, W., Kendall, G., & Tirado, F. (2008)

The field of Foucaultian discourse analysis: Structures, developments and perspectives. *Historical social research/Historische sozialforschung*, 7-28

Aikhenvald, A. Y. (2014). *The art of grammar: A practical guide*. Oxford University Press.

Suggested Reading

Allan, K. (Ed.). (2013). *The Oxford handbook of the history of linguistics*. OUP Oxford.

Subbārāo, K. V. (2012). *South Asian languages: A syntactic typology*. Cambridge University Press.

Bauer, L. (2007). *Linguistics Student's Handbook*. Edinburgh University Press.

Fromkin, V., Rodman, R., & Hyams, N. (2018). *An introduction to language*. Cengage Learning.

LIN 314 APPLIED LINGUISTICS

Semester VI

(Elective)

Credits: 3

Objectives of the course:

- Basic concepts pertaining to the applied aspects of language
- To provide a detailed description of the relationships existing between linguistic code and Neuroscience, Psychology and Pedagogy and other related branches

Learning outcome:

Following the completion of the courses students will be able to:

- Identify the relationship between language and mind, language and cognition, language and pedagogy
- Identify the correlates between linguistics and second language learning, pedagogical techniques, translation theories and discourse analysis

Unit 1: Human Brain and Language Disorders

- Cerebral dominance, Localization and Lateralization

- Equipotentiality Hypothesis and Critical Period

- Connectionist, Hierarchical, Global and Process models of Language and Brain

- Language disorders: Aphasia, Acalculia, Dyslexia, Schizophrenia, Autism, Stuttering, Dysarthria, Mother's depression, Developmental Language Disorders

Unit 2: Pedagogy ,Methods and Syllabus

- Method, Methodics and Methodology

- Direct Method, Grammar translation Method, Audiovisual Method, Situational Method

- Types of Syllabus: Formal, Notional, Situational

- Material selection

- The social dynamics of learning a Second Language

- Test and its different types: prognostic, diagnostic etc

Unit 3: Stylistics and Language

- What is style?

- Language and Communication

- Pragmatics and Conversational Implicatures

- Discourse analysis

- Critical Discourse analysis

Unit 4: Translation and Lexicography

- Translation: Literary vs Scientific

- Translation as a Science, Art and Craft

- Translation ,Transcreation and Transliteration

- Lexicology and Lexicography

- Steps in Dictionary making

Unit 5: Other Applied branches of Linguistics

- Forensic Phonetics

- Clinical Phonetics and Speech Therapy

- Digital Speech Processing

- NLP and Computational Linguistics

- Internet Linguistics

- Sign linguistics

Textbook:

Chapelle, C. (2013). *The encyclopedia of applied linguistics*. John Wiley and Sons, Inc.

Essential Readings:

Arnaud, P. J., & Béjoint, H. (Eds.). (1992). *Vocabulary and applied linguistics*. Basingstoke, UK: Macmillan.

Cook, G. (2003). *Applied linguistics*. Oxford University Press.

Davies, A. (2007). *Introduction to applied linguistics: From practice to theory: from practice to theory*. Edinburgh University Press.

Davies, A. (2016). *A glossary of applied linguistics*. Routledge.

Davies, A., & Elder, C. (2004). *The handbook of applied linguistics*. By Blackwell Publishing Ltd.

Grabe, W. (2010). Applied linguistics: A twenty-first-century discipline. *The Oxford handbook of applied linguistics*, 34-44.

Hall, C. J., Smith, P. H., & Wicaksono, R. (2015). *Mapping applied linguistics: A guide for students and practitioners*. Routledge.

Johnson, K., & Johnson, H. (Eds.). (1998). *Encyclopedic dictionary of applied linguistics*. Blackwell Publishing.

Kaplan, R. B. (2010). *The Oxford handbook of applied linguistics*. Oxford University Press.

McCarthy, M. (1998). *Spoken language and applied linguistics*. Cambridge University Press.

Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. Routledge.

LIN 315 PHONOLOGICAL ANALYSIS

Semester VI

(Elective)

Credits: 3

Course Objectives

The course aims to transmit the ability to tackle the phonological issues by
● providing knowledge of phonological theories that govern the representation of speech sounds
● Providing updated literature on the interface between phonetics and phonology
● Providing phonological data both segmental and suprasegmental levels from different languages, especially Indian language

Learning Outcomes

Upon completion of the course the students are expected to have a better understanding of language structure in relation to society and would be able to
● Analyse phonological data both segmental and suprasegmental
● Observe lesser known phonological data from Indian languages
● Understand the cross linguistic universal patterns that govern speech sounds in language

Unit 1: Phonology vs. Phonetics

● Classical Phonemics

● Structural Model

● Generative paradigm

● Phonetics and Phonology Interfaces

Unit 2: Revisiting the Concept of Phone, Phoneme and Allophones and Features

● Contrastive and Complementary Distribution

● Free variation

● Binary Paradigm

● Distinctive Features

Unit 3: Rule based Phonology

- Underlying and Surface Representation and Derivation

- Abstract Concrete Hypothesis

- Rule schemata: Representation of Phonological Rules and Notation system

- Rule ordering: Feeding, Bleeding, Counter Feeding and Counter Bleeding

Unit 4: Syllabification process

- Maximal Onset Principle

- Coda Licensing

- Phonotactics with reference to Indian Languages

Unit 5: Stress, Rhythm and Tone

- Representation of stress

- Basic tenets of Prosodic Phonology

- Autosegmental Phonology and Skeletal tiers

- Lexical Phonology: Lexical and Post Lexical modules

Text Book:

Gussenhoven, Carlos and H Jacobs. 2011 (2nd Edition). Understanding Phonology. UK: OUP.

Essential Readings:

Ladefoged, P. & Maddieson, I. 1996. *The Sounds of the World's Languages*. Wiley-Blackwell

Ladefoged, Peter 1993. *A Course in Phonetics* (3rd Edition), Harcourt Brace College Publishers.

Ladefoged, P. & Maddieson, I. 1996. *The Sounds of the World's Languages*. Wiley-Blackwell.

Schackle, Oranskaia and Pandey.2010. Part of   Introduction in New Indo-Aryan Languages .Moscow: Institute of Linguistics, Russian Academy of Sciences. Languages of the Worldseries

5-Yr Integrated M.Sc. in Linguistics and Language Sciences
LIN401-Experimental Phonetics/Phonology
Semester VII

Credits: 04 (3 Theory, 1 Practicum)

Objectives of the Course
To examine the phonetic and phonological aspects of spoken language using experimental methods. Focus will be on providing hands-on experience in speech recording and data analysis using software.

This course will enable the students to:
- Understand fundamentals of articulatory, acoustic, and perceptual phonetics
- Describe the articulatory and acoustic features of vowels and consonants
- Learn how to use various types of speech analysis software.
- Understand the use of different experimental techniques in phonetic science;

Learning Outcomes
After completion of the course, students would be able to-
- Apply basic techniques commonly used to analyse the acoustics and articulation of sound sequences, and prosody (e.g., stress and intonation).
- Use phonetic software (e.g., Praat) to analyse basic acoustic properties of speech
- Plan, collect and analyse phonetic data using suitable method

Course Outline

Unit 1. Introduction to Experimental Phonetics
- Acoustics of Speech Production
- Properties of sound waves, frequency and intensity
- Acoustic measurements: Pitch, Loudness, Length, Intensity, Stress
- Ways of presenting phonetic structures

Unit 2. Speech Analysis Tools
- Recording & creation of speech corpora
- Spectrograms: Visual Representation of Speech
- Introduction to PRAAT

Unit 3. Acoustic analysis of vowels
- Sound Spectrograms
- Analysis of formants, duration and fundamental frequencies of vowels
- Preparing vowel charts and normalizing formant values
- Analysis of nasalize, voiceless and ATR vowels
- Cardinal vowels, English vowels revisited

Unit 4. Acoustic Description of Consonants and Vowels
- Acoustic description of consonants
- Acoustic boundaries and consonants
- Acoustic Description of Vowels

Unit 5. Acoustic analysis of Consonants
- Stop consonants
  - General characteristics of stop consonants
  - Voicing and aspiration
  - Place of articulation
  - Stop bursts
  - Formant transitions
- Fricatives and Affricates: The fricative-affricate contrast
- Obstruents
- Sonorant consonants
- Spectral Characteristics of Nasals, Semi-vowels, Laterals, Approximants and Trills

Essential Readings

Johnson, Keith (2004) Acoustic and Auditory Phonetics 2nd Ed, Blackwell, Oxford.
Ladefoged, Peter (1975), A Course in Phonetics, San Diego: Harcourt Brace.
Hayward, Katrina (2000). Experimental Phonetics, London, New York: Routledge

Suggested Readings
Code, C. and M. Ball, eds. (1984). Experimental Clinical Phonetics. London and Canberra: Croom Helm.
Johnson, K. (1997). Acoustic and Auditory Phonetics. Cambridge, MA, and Oxford: Blackwell.
Ladefoged, Peter & Keith Johnson (2014) A Course in Phonetics. Cengage Press. 5th ed or later.
Ladefoged, Peter. (2001). Vowels and consonants: An introduction to the sounds of the languages of the world. Oxford: Blackwell.
Ladefoged, Peter. (2003). Phonetic data analysis: An introduction to fieldwork and instrumental techniques. Oxford: Blackwell
K. Hayward (2000), Experimental Phonetics: An Introduction, Longman.
Ashby, Michael and John Maidment (2005) Introducing Phonetics Science.
 The following software will also be used for practical and experimental work in phonetics:
Sounds of the Worlds Languages (SOWL), a database developed at the UCLA Phonetics Laboratory to illustrate and teach about the range of sounds used in human languages with material on more than 80 languages [to learn more go to:
http://www.humnet.ucla.edu/humnet/linguistics/faciliti/software/software.htm]
 Praat, a comprehensive speech analysis, synthesis, and manipulation package [to learn more go to: http://www.fon.hum.uva.nl/praat/]
For help with IPA (International Phonetic Alphabet):https://web.uvic.ca/ling/resources/ipa/charts/IPAlab/IPAlab.htm

E-resources
NOC:Phonetics and Phonology: A broad overview – NPTEL. Accessed on
https://nptel.ac.in/courses/109103183

5-Yr Integrated M.Sc. in Linguistics and Language Sciences
LIN402 Sociolinguistics
Semester VII

Credit: 04

Course Objectives

By the end of the course students would be able to
- understand an overview of the field of sociolinguistics and language variation
- develop greater awareness of the relationships between language and social context, and how these relationships are signaled through language
- appreciate studying language in its social context and looking at how linguistic choices are associated with social and situational characteristics
- learn about language contact and multilingualism

Learning outcomes

Students would be able to
- evaluate the linguistic variation produced by various social factors and tries to study the influence of social factors on language and its results
- analyze issues related to language use and social context, with particular attention to language attitudes
- hypothesize critical thinking skills with regards to sociolinguistic theory and language use in society.

Course Outline

Unit 1. Introduction to Sociolinguistics
- Knowledge of Language
- Competence and Performance
- The Whorfian Hypothesis
- The Boundaries of Sociolinguistics
- Dell Hymes' Theory of Sociolinguistics

Unit 2. Language, Dialects, and Varieties
- Language or Dialect?
- The role of social identity
- Standardization
- Regional Dialects, Social Dialects
- Styles, Registers and Genres

Unit 3. Language in Contact: Multilingual Societies and Multilingual Discourse
- Multilingualism as a societal phenomenon

·   Competencies and convergence in multilingual societies
·   Language ideologies surrounding multilingualism
·   Metaphorical and situational code-switching

Unit 4. Contact Languages: Structural Consequences of Social Factors
·   Pidgin and Creole
·   From Pidgin to Creole and Beyond
·   Other Contact varieties: Mixed Languages

Unit 5. Ethnographic Approaches in Sociolinguistics
·   The ethnography of Communication
·   Ethnomethodology
·   Linguistic Ethnography

Textbooks

Fishman, J. A., Tabouret-Keller, A., Clyne, M., Krishnamurti, B., & Abdulaziz, M. (1986). The Fergusonian Impact. *Vol. I: From Phonology to Society. Berlin, New York & Amsterdam: Mouton-de Gruyter*.

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

Hudson, R. (1996). Sociolinguistics. Cambridge University Press.

Milroy, Leslie and M. Gordon (2003) *Sociolinguistics.* London: Blackwell Publishing.

Essential Readings

Trudgill, P. (2000). *Sociolinguistics: An introduction to language and society*. Penguin UK.

Wardhaugh, R., & Fuller, J. M. (2021). *An introduction to sociolinguistics*. John Wiley & Sons.

Mesthrie, R. (2009). *Introducing sociolinguistics*. Edinburgh University Press.

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

Hymes, Dell (1977) *Foundations in Sociolinguistics.* London: Tavistock Publications.

5-Yr Integrated M.Sc. in Linguistics and Language Sciences
LIN403 Linguistic Typology: South Asia as a Linguistic Area
Semester VII

Credits: 04 (3 Theory, 1 Practicum)

Course Objectives

The objective of the course is to enable the students to
- develop an in-depth analysis by comparing more than one language.
- provide typological surveys at various levels such as phonological, morphological, grammatical, syntactic etc.
- identify recurring patterns across languages and provide reasons for such occurrence.

Learning outcome

Following the completion of the courses, students will be able to
- implement several linguistic methods along with a cross linguistic comparison, in order to efficiently conceptualize the underlying structure.
- identify which forms grammaticalized, borrowed, diverged, converged etc.

Course Outline

Unit 1. Introduction to Language Typology
- Language Typology: Definition, Nature and Scope
- The relationship amongst Genetic, areal and typological classification
- Contributions of typological researches to linguistic theory

Unit 2. Language universals
- Nature of Language Universals
- Inductive vs. deductive approaches to language universals
- Types of universals: formal vs. substantive universals, statistical universals
- Chomsky's concept of language universals and of parametric variation

Unit 3. Introduction to Linguistic Landscape of South Asia

- Defining South Asia
- Language Families of South Asia
- Language Inheritance vs. Language Diffusion in South Asia
- Defining South Asia as a Linguistic Area

Unit 4. Phonological and Morphological Typology of South Asian Languages
- Retroflexion and Aspiration
- Length Contrast in Vowels and Consonants
- Typology of Reduplication, Echo-Formation, Mimetic words
- Typology person; number, gender, case, aspect and tense

Unit 5. Syntactic Typology of South Asian Languages
- Word order typology
- Causative and Complex Verbs Typology
- Typology of Relatives-Correlatives Clause
- Non-nominative subjects Typology (Ergative, dative and genitive subjects, etc.)

Textbooks

Comrie, B. (1989). *Language universals and linguistic typology: Syntax and morphology*. University of Chicago press.

Subbārāo, K. V. (2012). *South Asian languages: A syntactic typology*. Cambridge University Press.

Suggested Reading

Amritavalli, R., &Jayaseelan, K. A. (2005). Finiteness and negation in Dravidian. *The Oxford handbook of comparative syntax*, 178-220.

Andersen, P. K. (1983). *Word order typology and comparative constructions* (Vol. 25). John Benjamins Publishing.

Emeneau, M.B. (1980). *Language and Linguistic area*. Stanford University Press.

Lust, B. C., Wali, K., Gair, J. W., & Subbarao, K. V. (Eds.). (2011). *Lexical Anaphors and Pronouns in Selected South Asian Languages: A Principled Typology* (Vol. 22). Walter de Gruyter.

Song, J. J. (2014). *Linguistic typology: Morphology and syntax*. Routledge.

Whaley, L. J. (1996). *Introduction to typology: The unity and diversity of language*. SAGE Publications.

5-Yr Integrated M.Sc. in Linguistics and Language Sciences
LIN404 Lexical Semantics
Semester VII

Credits: (3 Theory, 1 Practicum)

Objectives of the Course

By the end of the course students would be able to
- understand an overview of how word structure their meaning and how they act in grammar and compositionality
- develop a greater awareness of the relationships of the distinct senses and uses of a word and understanding of all the lexical relations
- learn about knowledge-based and lexicon –based approaches to linguistic content

Learning outcomes

By the end of the Course students would be able to
- evaluate the application of lexical semantics in terminology
- analyze the inherent aspects of word meaning and the semantic relations between words
- hypothesize lexical typology and determine semantic distinction by dealing with multiple meaning

Course Outline

Unit 1. A Contextual Approach to Lexical Semantics
- · Meaning and Grammar
- · The data of Semantics
- · Disciplining intuitions
- · The meaning of a word

Unit 2. Lexical Semantics for Terminology
- · Why apply lexical semantics in terminology?
- · Terminology; the knowledge Paradigm, storing and accessing concepts and terms
- · The knowledge paradigm from a linguistic point of view

Unit 3. Taxonomies
- · Characteristics of natural taxonomies
- · Overspecification
- · Underspecification

Unit 4. Knowledge-based approaches to linguistic content
- · Dealing with multiple concepts
- · Multidimensionality

· Other factors affecting the way concepts are delimited or defined

Unit 5. Lexicon –based approaches to linguistic content
· Dealing with multiple meanings
· Criteria for semantic distinctions
· Polysemy versus ambiguity
· Meaning modulations

Textbooks

Cruse, D. A. (1986). Lexical semantics. Cambridge, UK: Cambridge University Press.

Saeed, John I. (2012). Semantics, 3rd Ed. Oxford: Wiley-Blackwell. ISBN: ISBN 978-1-1183-5536-7.

Kearns, Kate (2000) *Semantics.* London: Macmillan Press.

Essential Readings

Allwood, Jens, Lars-Gunnar Andersson, and Osten Dahl. 1977. Logic in Linguistics. Cambridge: Cambridge University Press. ISBN: 0-521-29174-7.

Austin, John L. (1962). How to Do Things with Words. Oxford: Oxford University Press.

Bennett, Deborah J. (2004). Logic Made Easy: How to Know When Language Deceives You. London: W.W. Norton & Company. ISBN: 0393 057488.

Campbell, Joseph Keim, Michael O'Rourke, and David Shier (Ed.). Meaning and Truth:Investigations in Philosophical Semantics. New York: Seven Bridges press. ISBN 1- 889119-55-5.

Chierchia, G., & McConnell-Ginet, S. (2000). Meaning and grammar: An introduction to semantics (2nd ed.). Cambridge, MA: MIT Press.Edinburgh: Edinburgh University Press. ISBN: 07486 18325.

Evans, Vyvyan & Melanie Green. (2006). Cognitive Linguistics: An Introduction.

Geeraerts, Dirk. 2010. Theories of Lexical Semantics. Oxford: Oxford University Press. ISBN: 978-0-19-870031-9.

Jackendoff, Ray. (1992). Semantic Structures. MIT Press.

Jackendoff, R. (2010). Meaning and the lexicon: The parallel architecture 1975–2010. Oxford: Oxford University Press.

Kreidler, Charles W. (2002). Introducing English Semantics. London: Routledge. ISBN: ISBN 0-415-18064-3

Leech, Geoffrey. (1981). Semantics. Harmondsworth: Penguin.

Lyons, John. (1977). Semantics, 2 volumes. Cambridge: Cambridge University Press.

Marie-Claude L'Homme, Lexical Semantics for Terminology, (2020). An introduction, John Benjamins Publishing Company.

Palmer, F. R. (1981). Semantics. Cambridge: Cambridge University Press.

Riemer, Nick. (2010). Introducing Semantics. Cambridge: Cambridge University Press. ISBN: 978-0-521-61741-3.

5-Yr Integrated M.Sc. in Linguistics and Language Sciences
Discipline Specific Elective (DSE)
LIN405 Clinical Linguistics I (with internship)
Semester VII

Credits: 04

Units allocated for CIA1, CIA2 and EOSE:
CIA1: Unit1, Unit2 and Unit3
CIA2: Unit4 and Unit5
EOSE: All Five Units

The contact hours for the course shall not exceed 60. For the practical/clinical aspect, students will undertake supervised visits to speech pathology department/organizations with clinical patients.

Objectives of the Course:

This course will enable the students to
- Learn about the discipline of clinical linguistics and its overall approach to human language.
- Describe and classify various communication disorders i.e speech, language and hearing disorders in children and adults
- Learn about various Diagnostic tests and Assessment Tools
- Observe patients in clinical settings

Learning Outcome:

After completion of the course, students will be able to

- Demonstrate understanding of concepts, theories, diagnostic and assessment methods in the field of speech and language disorders.
- Differentiate between typical and atypical language development in children
- Describe linguistic characteristics of various language disorders
- Diagnose, Assess and provide a linguistic treatment plan for rehabilitation and management of specific disorders

This course has an internship component. In this semester, internship will be of 4 weeks. It will take place after EOSE of Sem VII and continue till 2 weeks after commencement of next semester VIII.

Unit 1. Introduction to Clinical Linguistics
- Scope of Clinical Linguistics
- Communication Disorders

Unit 2. Fluency and Voice Disorders

- Definition, dimension and characteristics of fluent speech
- Physiological, linguistic and prosodic basis of fluency and its disorders
- Articulatory and Laryngeal dynamics in fluency disorders
- Neurological processing in fluency disorders
- Stuttering: Description, Assessment and Treatment

- Cluttering: Description, Assessment and Treatment

Unit 3. Child Language Disorders
- Theories of Language Acquisition
- Models of Language Acquisition and its application in child language disorders
- Physiological, Psycholinguistic, Cognitive and Neurolinguistic processes in child language disorders
- Developmental and Acquired Language Disorders in Children: Diagnosis, Assessment and Treatment
  - Hearing Impairment
  - Autism Spectrum Disorder (ASD)
  - Attention Deficit Hyperactivity Disorders
  - Specific Language Impairment
  - Learning Disabilities: Dyslexia

Unit 4. Phonological/Articulation Disorders
- Atypical production of speech sounds characterized by substitutions, omissions, additions or distortions that may interfere with intelligibility

Unit 5: Assessment and Treatment
- Assessment
- Treatment

Essential Readings

Prelock, P. A., & Hutchins, T. L. (2018). Clinical Guide to Assessment and Treatment of Communication Disorders.

Suggested Readings
ABC's of Communication Disorders, AIISH, Mysore

American Speech-Language-Hearing Association (n.d.). Fluency Disorders in Childhood (Practice Portal).

Ardilo, A. (2014) Aphasia Handbook

https://www.asha.org/publications/

Duchan, J. F. (2011). A History of Speech-Language Pathology.

The Handbook of Clinical Linguistics (2018) Editor(s):Martin J. Ball, Dr. Michael R. Perkins, Dr. Nicole Müller, Sara Howard

E-Recourses

P.G. Diploma in Clinical Linguistics for Speech-Language Pathology. Accessed from
    https://aiishmysore.in/en/pg-diploma-in-clinical-linguistics-for-slp-(pgdclp)

5-Yr Integrated M.Sc. in Linguistics and Language Sciences
LIN406 Advanced Morphology
Semester VII

Credits: 04

Course Objectives

This course will teach the basic concepts of morphological processes and analysis in various indigenous languages of the world and enable students to have-

- understanding of morphological analysis and classification of morphological structure types of Indigenous languages

- extensive knowledge of the various interfaces of morphology and other linguistic levels
- understanding of the applicability of the various morphological theories

Learning Outcomes

By the end of the course students will be able to
- demonstrate a better understanding of language structure and would be able to focus on morphological structure types of indigenous language

- construct that there are various constraints on the productivity of the morphological structures

- examine the applicability of the various morphological theories

Course Outline

Unit 1. Morphological analysis of Indigenous languages
- The classification of morphological structural types
- Inflection vs. Derivation
- Two basic approaches: analysis and synthesis
        Analytic principles
        Sample problems with solutions

Unit 2. Morphology-phonology interface
- Allomorphs, Prosodic Morphology, Phonotactic constraints, Root-and-pattern morphology, Reduplication
- Morphophonological processes
- Primary and Secondary Affixes
- Linguistic Exaptation, Levelling, and Analogy

Unit 3. Morphology and Syntax interface
- Morphological vs. Syntactic Inflection
- Structural Constraints on Morphological Inflection
- Grammatical Function Change
  - Passive
  - Antipassive
  - Causative
  - Applicative
  - Noun incorporation

Unit 4. Morphological Productivity
- What is Morphological Productivity?
- Degrees of Productivity
- Constraints on morphological productivity
  - Phonological constraints
  - Morphological constraints
  - Syntactic constraints
  - Semantic constraints
  - Blocking

Unit 5. Morphological Theories
- Construction Morphology (CM)
- Distributed Morphology (DM)
- Lexeme-Morpheme Base Morphology (LMBM)
- Lexical Morphology (LM)
- Prosodic Morphology (PM) and
- Canonical Morphology (CanMorph)

Textbooks

Mark Aronoff and Kirsten Fudeman. (2011). What is Morphology? Second Edition A John Wiley & Sons, Ltd., Publication

Lieber, Rochelle. (2009). Introducing Morphology, Cambridge University Press.

Martin Haspelmath. (2002). Understanding Morphology. Oxford University Press.

Essential Readings

Andrew Spencer. (1991). Morphological Theory: An Introduction to Word Structure in Generative Grammar ISBN: 978-0-631-16144. Wiley-Blackwell

Bauer, Laurie. (2003). Introducing Linguistic Morphology, second edition. Edinburgh: Edinburgh University Press.

Booij, Geert. (2010). Construction Morphology. Oxford: Oxford University Press.

Katamba, Francis, ed. (2004). Morphology: Concepts in Linguistics. 6 vols. London: Routledge.

Payne, Thomas E. (1997). Morphosyntax – a guide for field linguists. Cambridge, UK: Cambridge University Press.

5-Yr Integrated M.Sc. in Linguistics and Language Sciences
Corpus Linguistics
Credits: 4
Semester: VIII
Course no: LIN411

Objectives of the Course:

The objective of the course is to enable the students to:

- identify linguistic theories that help structure corpus-based research according to the language study.

- to know the significance of a larger set of empirical data as the grammaticality of the utterances can be observed in terms of frequency.

Learning outcome:

Following the completion of the courses, students will be able to:

- create dictionaries and document language.
- perform linguistic analysis in several disciplines such as Sociolinguistics, Historical linguistics, Dialectology, Psycholinguistics, Typology etc.
- collect a much higher number of structural variations from a large data set.

1. **Introduction**
   - What is Corpus Linguistics [Tony McEnery and Andrew Hardie - Corpus Linguistics_ Method, Theory and Practice-Cambridge University Press (2012)]
   - The role of computers in corpus linguistics
   - Scope of corpus linguistics

2. **Modules to construct a corpus**
   - Corpus annotation and processing
     - Annotated Versus unannotated corpora
   - Lemmatization
   - Word-class tagging
   - Semantic aspects of tagging
   - Parsing

3. **Procedures used in corpus analysis**
   - Word lists
   - Concordances
   - Statistics in corpus analysis

4. **Grammatical studies centered on sentences [ANY THREE]**
   - Clause patterning

- noun modification
- conditionality
- causation
- negation and clefting
- parts of speech analysis
- Parsing

5. **Application of Corpora in Language Studies [ANY THREE]**
   - Corpora studied in
     - Sources of Empirical Data
     - Speech Research
     - Lexical Studies
     - Grammar
     - Various levels of Language
     - Discourse Analysis
     - Sociolinguistics
     - Stylistics and Text Linguistics
     - Teaching of Language and Linguistics
     - Historical Linguistics
     - Dialectology and Variation Studies
     - Psycholinguistics
     - Typology

Textbooks

Kennedy, G. (2014). *An introduction to corpus linguistics*. Routledge.
McEnery, T. and Wilson, A. (2001). *Corpus Linguistics: An Introduction*. Edinburgh.

MacEnery, A. M., & Hardie, A. (2012). *Corpus linguistics: method, theory and practice*. Cambridge University Press.

Essential Readings

Baker, P. (2006). *Glossary of corpus linguistics*. Edinburgh University Press.
Garside, R., Leech, G. N., & Mcenery, A. M. (1997). *Corpus annotation: linguistic information from computer text corpora*. Taylor & Francis.
Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus linguistics: Investigating language structure and use*. Cambridge University Press.
O'Keeffe, A., & McCarthy, M. (Eds.). (2010). *The Routledge handbook of corpus linguistics*. Routledge.
Cheng, W. (2011). *Exploring corpus linguistics: Language in action*. Routledge.

E-resources

Sprachtechnologie in den Digital Humanities/ Language technology in the digital humanities. The course has English Subtitles. Accessed from https://www.coursera.org/learn/digital-humanities

5-Yr Integrated M.Sc. in Linguistics and Language Sciences
LIN412 Formal Semantics
Semester VIII

Credits: 04

Course Objectives
The course aims at introducing to the students the fundamental issues of formal
semantics by

- providing an introduction to a wide range of issues of contemporary
relevance to the formal study of meaning.
- dealing with some of the basic topics relating to Logic, Linguistics and
Meaning

Learning Outcomes
Upon completion of the course the students are expected to be able to

- analyse the distinction between semantics from knowledge of truth and
meaning
- demonstrate the meanings of larger constituents that are built up from the
meanings of their parts on the basis of their syntactic structure
- explain meaning as mind-independent and abstract, not as concepts in the
head by quantification and logic

Course Outline

Unit 1. Introduction to Formal Semantics

- Model-Theoretical Semantics
- Semantics of the Logical Metalanguage
- Dynamic Approaches to Discourse

Unit 2. Logic and Linguistics

- Acquisition of SL
- Relationship between Logic, Philosophy and Linguistics
- Role of Formal Languages

Unit 3. Truth and Meaning

- Introduction to Propositional Logic
- Truth Conditional Semantics
- Connectives and Truth Tables
- Compositionality

Unit 4. Generalized quantifiers

- Universal and existential quantifiers
- The semantic value of NPs
- Generalized quantifiers and empirical properties of language

Unit 5. Quantification and Logical Form

- Introduction to Predicate Logic
- Atomic sentences, Formulas and Sets
- Quantifiers and Quantifying expressions
- Interpretation functions, substitution, assignment
- Getting to the truth

Textbooks
Chierchia, G, & Mc Connell-Ginet, S. (2000). Meaning and grammar: An introduction to semantics.
Cruse, Alan. (2000). Meaning in Language. Oxford: Oxford University Press.
Gamut, L. T. F., Van Benthem, L. T. F., & Gamut, L. T. F. (1991). Logic, language, and meaning, volume 1: Introduction to Logic (Vol. 1). University of Chicago Press.

Essential Readings
Kratzer, A. & Heim, I. (1998). Semantics in Generative Grammar (Vol. 1185). Oxford: Blackwell.
Saeed, John I. (2003). Semantics (2nd ed). Oxford: Basil Blackwell.
Goddard, Cliff. (1988). Semantic Analysis. Oxford: OUP.
Keith, Allan. (2013). Natural Language Semantics. Oxford: Blackwell.

5-Yr Integrated M.Sc. in Linguistics and Language Sciences

LIN413 Field Linguistics

Semester VIII

Credits: 04 (3 Theory, 1 Practicum)

Course Objectives

The objective of the course is to

- encourage field work on the vast variety of languages that remain entirely or partially unstudied, and to permeate this work with a degree of theoretical sophistication
- acquaint students to the basic techniques of data collection and transcription.
- collect data on various aspects of language being investigated such as phonology, morphology and syntax

Learning Outcomes

By the end of the course students will be able to

- understand various grammatical aspects of any given language
- work out the basic structural patterns in the language being investigated
- examine the pragmatic and sociolinguistic aspects of the language being analysed
- endeavour to make it possible to conduct research in the field, and for field linguists to organize their efforts in a theoretically enlightened manner

Course Outline

Unit1: Field Linguistics
- What involves Field Linguistics?
- The Purpose of Field Linguistics
- Human Factors in Field Work
  - The Investigator
  - The community

- Time required for field work
- Organization of field work

Unit2: Fieldwork preparation
- Methodology, participatory character, selection of language and area, informants and consultants
- Bilingual and monolingual fieldwork
- Preparing questionnaire, equipment handling, budgeting

· Leipzig Glossing Rules

Unit3: Techniques for Data Eliciting

· The nature of eliciting
· The work session
· Scheduled elicitation
· Analytical elicitation
· Steps in eliciting
· Analyzing and checking for elicitation

Unit4: Procedures in Field Analysis

· The Linguistic Corpus
· Factors which determine the kind of data obtained
· Phonology, morphology and syntax, semantics and social aspects, lexicon

Unit5. Data Collating

· Need for extensive storage and processing
· When to begin collating
· Ways to process data
· Digital archiving

Textbooks

Samarin, W. J. (1967). *Field linguistics: A guide to linguistic field work*. Holt, Rinehart and Winston.

Payne, Thomas (1997) Describing Morphosyntax: A guide to field linguistics. Cambridge University Press

Claire Bowern (2008) Linguistic Fieldwork: A Practical Guide. Palgrave, McMillan.

Jost Gippert, Nikolaus P. Himmelmann, Ulrike Mosel (2006) (Eds.) Essentials of Language Documentation. Mouton de Gruyter

Essential Readings

Abbi, Anvita. (2001). *A Manual of Linguistics Field Work and Indian Language Structures*. Munich: Lincom Europa.

Chelliah, Shobhana L. and Willem J. de Reuse. (2011). *Handbook of Descriptive Linguistic Fieldwork*. Heidelberg, London, New York. Springer.

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

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

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

5-Yr Integrated M.Sc. in Linguistics and Language Sciences
Discipline Specific Elective (DSE)
LIN414 Clinical Linguistics II (with internship)
Semester VIII

Credits: 04

The contact hours for the course shall not exceed 60. For the practical/clinical aspect, students will undertake supervised visits to speech pathology department/organizations with clinical patients.

This course has an internship component. In this semester, internship will be of 4 weeks. It will take place after EOSE of Sem VII and continue till 2 weeks after commencement of next semester VIII.

Objectives of the Course:

This course will enable the students to-

- Learn about the discipline of clinical linguistics and its overall approach to human language.
- Describe and classify various communication disorders i.e speech, language and neurodegenerative disorders in adults.
- Learn about various Diagnostic tests and Assessment Tools
- Observe patients in clinical settings

Learning Outcome:

After completion of the course, students will be able to

- Demonstrate understanding of concepts, theories, diagnostic and assessment methods in the field of speech and language disorders.
- Differentiate between typical and atypical language as a result of neuro degenerative disorders
- Describe linguistic characteristics of various language disorders
- Diagnose, assess and provide a linguistic treatment plan for rehabilitation and management of specific disorders

Unit 1: Introduction

- Neurobiology of Speech and Language
- Language Cognition and Brain

Unit 2: Typical and Atypical Communication
- Overview of Disorders in Adults
- Language and Motor Disorders

Unit 3. Adult Language Impairments

- Language and the Brain
- Aphasia
  - Types of Aphasia
  - Causes of Aphasia
  - Assessment for Aphasia: Aphasia Test Batteries
  - Intervention
  - Aphasia in special populations: Children, Deaf persons
- Right Hemisphere Brain Damage

Unit 4. Cognitive Neurodegenerative Impairments

- Neurobiology of Ageing and its effect on Speech and Language
- Alzheimer's Disease
- Dementia
- Description
- Diagnosis and Assessment
- Intervention

Unit 5: Approaches to Assessment and Intervention
- Assessment
- Treatment

Textbooks

Prelock, P. A., & Hutchins, T. L. (2018). Clinical Guide to Assessment and Treatment of Communication Disorders.

Suggested Readings

ABC's of Communication Disorders, AIISH, Mysore

American Speech-Language-Hearing Association (n.d.). Fluency Disorders in Childhood (Practice Portal).

Ardilo, A. (2014) Aphasia Handbook

https://www.asha.org/publications/

Duchan, J. F. (2011). A History of Speech-Language Pathology.

The Handbook of Clinical Linguistics (2018) Editor(s):Martin J. Ball, Dr. Michael R. Perkins, Dr. Nicole Müller, Sara Howard

E-Recourses

P.G. Diploma in Clinical Linguistics for Speech-Language Pathology. Accessed from
https://aiishmysore.in/en/pg-diploma-in-clinical-linguistics-for-slp-(pgdclp)

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5-Yr Integrated M.Sc. in Linguistics and Language Sciences
LIN415 Minimalist Syntax
Semester- VIII

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Credits: 04 (3 Theory, 1 Practicum)

Course Objectives
The course will enable students to
- understand core theoretical concepts of minimalist syntax
- collect and investigate novel language data from various languages
- describe and analyze a large number of syntactic structures
- critically analyze existing models of syntactic theory and contribute to the creation of novel analyses

Learning outcomes
The students would be able to do
- Syntactic analysis of language data from any language using Minimalist Syntax
- Comparative syntactic analysis of micro- and macro-level differences between languages

Unit 1. Overview of Minimalist Syntax
- Minimalism in linguistic theory
- Minimalist assumptions regarding the Faculty of Language
- Levels of representations: Eliminating DS and SS, eliminating Government
- The Strong Minimalist Thesis

Unit 2. Some key concepts in the minimalist program
- Spell-out, greed, procrastination, last resort
- AGR-based case theory and Multiple-spec hypothesis
- Strong and weak features
- Interpretable and non-interpretable features

Unit 3: Structure building in Minimalism
- Derivational approach and bare phrase structure
- Economy Condition in representation and derivation.
- Notion of features, feature checking and checking domains
- Operations Select, Merge and Move, Copy theory of Movement
- Spell-out, Notion of a 'Phase', Linearization and antisymmetry of syntax

Unit 4. Functional categories & Extended Projections
- DP: EPP, *Move*, Internal structure
- TP: Tense, Head movement
- Negation, Do-support
- CP: Finite Complementation, Non-Finite Complementation

Unit 5. Locality, Minimality and Movement
- · Wh: movement and in situ, superiority
- · Locality, Minimality in movement
- · Agree: Local and long-distance
- · Phases and edges: Island Phenomena

Textbooks

Adger, D. (2003). *Core syntax: A minimalist approach* (Vol. 20). Oxford: Oxford University Press.

Chomsky, N. (2014). *The minimalist program*. MIT press.

Hornstein, N., Nunes, J., & Grohmann, K. K. (2005). *Understanding minimalism*. Cambridge University Press.

Suggested readings

Larson, R. K. (2014). *On shell structure*. Routledge.

Mahajan, A. K. (1990). *The A/A-bar distinction and movement theory* (Doctoral dissertation, Massachusetts Institute of Technology).

Pollock, J. Y. (1989). Verb movement, universal grammar, and the structure of IP. *Linguistic inquiry*, *20*(3), 365-424.

Kidwai, A. (2000). *XP-adjunction in Universal Grammar: Scrambling and binding in Hindi-Urdu*. Oxford University Press, USA.

5-Yr Integrated M.Sc. in Linguistics and Language Sciences
LIN416 Origins and Evolution of Language and Cognition
Semester VIII

Credits: 04 (3 Theory, 1 Practicum)

Objectives of the Course
This course will
- • Introduce students to the multidisciplinary field of evolutionary linguistics
- • Learn about various theories and controversies regarding the origin of language and cognition

Learning Outcomes
Students would be able to
- • Discuss the various theories around language origin and evolution
- • Compare human language in general and animal communication systems
- • Compare different cognitive systems present in animals and humans

Course Outline

Unit 1. Introduction to Evolutionary Linguistics
- • Pre-history of Language
- • Archaeological Evidence of Language Origins
- • Uniquely human components of Language Faculty

Unit 2. Origin of Speech
- The nature of modern hominid speech
- Brain organization and evolution of speech
- Child Language acquisition
- Emergence of Rules
- Pidgins, Creoles and creation of language

Unit 3. Biology of language evolution: anatomy, genetics and neurology
- Co-evolution of language and brain
- Genetic influence on language evolution
- Comparison of humans and primate brain asymmetries
- Mirror System Hypothesis

Unit 4.Comparative Review of Ape Language and Cognition
- Vocalisation and Gesture in Primates
- Human Brain and Priamte Brain
- Social Cognition as precursor to language

Unit 5. From Hand to Mouth: Gestural Origin of Language
- Insights from gesture and sign language
- Lopsidedness, Human Handedness

Essential Readings

Christiansen, M & Kirby, S (2003) *Language Evolution* Oxford University Press.
Tallerman, M, & Gibson, K. (2012) The Oxford Handbook of Language Evolution Oxford University Press.

Suggested Readings
Aitchison, J. (2000). *The seeds of speech: Language origin and evolution*. Cambridge University Press.
Arbib, M. A. (2012). *How the brain got language: The mirror system hypothesis* (Vol. 16). Oxford University Press.
Corballis, M. C. (1991). *The lopsided ape: Evolution of the generative mind*. Oxford University Press on Demand.
MacNeilage, P. F. (2010). *The origin of speech* (No. 10). Oxford University Press.

E-resources
The Origins and Evolution of Language. Accessed from https://www.youtube.com/watch?v=nd5cklw6d6Q&feature=youtu.be
CARTA: How Language Evolves:Simon Kirby: Language Evolution in the Lab: Emergence of Design Features. Accessed on https://www.youtube.com/watch?v=geetqwCcgl4
Introduction to Human Behavioral Biology. Accessed on https://www.youtube.com/watch?v=NNnIGh9g6fA&list=PL848F2368C90DDC3D

Credits: 4

Objectives of the Course:

This course gives an overview of sign language and how it is similar and different from spoken languages. It provides introduction to the linguistic structure of sign languages, the sociolinguistic variation in sign language, aspects of the Deaf community, the neural representation of sign language and its psycholinguistic aspects. Students will be exposed to data from Indian Sign Language, British Sign Language, American Sign Language and other Sign Languages.

This course will enable the students to-

- Learn about the linguistic structure of Sign Languages.
- Compare and contrast SL with spoken language structure.

Learning Outcomes:

After completion of the course, students would be able to-

- Make meaningful comparisons between signed and spoken language structure
- Analyze Sign Language structures at the level of signs, sentences, meaning and discourse
- Critically read and review articles in the field of sign language linguistics
- Describe the neurological basis of sign languages
- Learn basic signs in Indian Sign Language

Unit 1. Introduction to Sign Language and Linguistics

- Overview of Sign Languages
- Hockett's Design Features in the context of Sign Languages
- Myths and Misconceptions about Sign Languages
- Emergence & Development of Sign Languages
- Sign and Gesture
- Iconicity
- Basic Signs in Indian Sign Language

Unit 2. Sign Language Phonology: Building Blocks of Signs

- Internal Structure of Signs
- Minimal Pairs
- Sign Types
- Features, segments and syllables
- Phonological processes

Unit 3. SL Morphosyntax: Sign Formation and Sentence Formation

- Morphonology of Signs

- Sequentiality (linear) and Simultaneity (nonlinear) morphology
- Sign formation processes
- Word Classes in SL
- Sentences and their constituents
- Sentence Types

Unit 4. Semantics and Meaning

- Types of Meaning
- Sign, Sentence and utterance meaning
- Iconicity and metaphor
- Discourse: register and style
- Prosodic system and Intonation of Sign Language

Unit 5. Sign Language in the Brain

- Acquisition of SL
- Neural correlates of SL
- Sign Language Aphasia: Lesion studies

Essential Readings

Johnston, T., & Schembri, A. (2007). Australian Sign Language (Auslan): An introduction to sign language linguistics. Cambridge: Cambridge University Press. doi:10.1017/CBO9780511607479

Sharma, S (2022) Sign Language In The Brain: Neurolinguistics Of Sign Language, in *Linguistics and Neurolinguistic aspects of Indian Sign Language*, Rehabilitation Council of India (RCI).

Sharma, S (2022) Acquisition of Sign Languages and Critical Period, in *Linguistics and Neurolinguistic Aspects of Indian Sign Language*, Rehabilitation Council of India (RCI).

Suggested Readings

Brentari, Diane. (2011) Handshape in sign language phonology. In: van Oostendorp Marc, Ewen Colin J., Hume Elizabeth V., Rice Keren., editors. *The Blackwell companion to phonology.* Wiley-Blackwell; Hoboken, NJ: 2011a. pp. 195–222.

Crasborn, Onno (2011) The other hand in sign language phonology. In: van Oostendorp Marc, Ewen Colin J., Hume Elizabeth V., Rice Keren., editors. The Blackwell companion to phonology. Wiley-Blackwell; pp. 223–240.

Emmorey, Karen (2002). Language, cognition, and the brain: Insights from sign language research. Lawrence Erlbaum; Mahwah, NJ

Gertz, Genie and Patrick Boudreault. (2016) (eds). *The Sage deaf studies encyclopedia*. Los Angeles, USA: Sage Publications.

Goldin-Meadow, Susan & Brentari, D (2017). Gesture, sign, and language: The coming of age of sign language and gesture studies. The behavioral and brain sciences 40, e46. doi:10.1017/S0140525X15001247

Klima Edward S., Bellugi Ursula (1979). The signs of language. Harvard University Press; Cambridge, MA: 1979.

Kyle, J & Woll, B (1985). Sign language: The study of Deaf people and their language. Cambridge University Press; Cambridge: 1985.

Pfau, R, Steinbach, M & Woll, B. 2012. Sign language: An international handbook. Boston: Walter de Gruyter. doi:10.1515/9783110261325.

MacSweeney, M et al. (2002). Neural Correlates of British Sign Language Comprehension:Spatial Processing Demands of Topographic Language, Journal of Cognitive Neuroscience 14(7): 1064-1075

Sandler, W & Lillo-Martin, D. (2006). Sign language and linguistic universals. Cambridge, UK: Cambridge University Press. doi:10.1017/CBO9781139163910.

Sharma, S (2015) Sign Language Two-Handed Fingerspelling in Patrick Boudreault and Genie Gertz (ed) The SAGE Deaf Studies Encyclopedia. Sage Publications Inc USA.

Sharma, S. D. (2014). Handedness and Cerebral Lateralisation: Looking at Signing, Fingerspelling and Gesture Skills in Deaf Signers and Signers with Stroke in British Sign Language (BSL) (Ph.D Dissertation). Deafness Cognition and Language, University College London (UCL), London, UK.

Sutton-Spence, Rachel, and Bencie Woll. (1998). The Linguistics of British Sign Language: An Introduction. Cambridge, UK: Cambridge University Press.

Woll,B.and Sharma,S. (2008). Sign language and English: How the brain processes languages in different modalities. in Kellett Bidoli,C., Ochse,E. (ed.) English in International Deaf Communication. Bern: Peter Lang, 35-56

5-Yr Integrated M.Sc. in Linguistics and Language Sciences
LIN502 Indian Grammatical Tradition: Panini Linguistics
Semester IX

Credits: 04
Units allocated for CIA1, CIA2 and EOSE:
CIA1: Unit1, Unit2 and Unit3
CIA2: Unit4 and Unit5
EOSE: All Five Units

Objectives of the Course
The objective of the course is to
- Develop an understanding and appreciation about the rich tradition of Indian Grammar and Linguistics
- Introduce the structure of Panini's Ashtādhyāyī

Learning outcome
Following the completion of the courses, students will be able to:
- Discuss the beginning of linguistics from both Indian and Western perspective
- Describe the structure of various chapters of Panini's grammar
- Recognize the aspects of Paninian grammar in modern Indian languages

Unit 1. Introduction to Indian Grammatical Tradition
- Linguistics in India
- Concept of Language in the Indian Tradition
- Linguistic Studies in the Vedic Age: the pada-text, the Pratishakhyas, Yask's Nirukta, the Nighantus,
- Pre-paninian grammarians; the Aindra School of grammarians.
- Indian grammatical tradition: Panini, Patanjali, Bhartrhari and Nagesh Bhatt, Kaumudi tradition.
- Western encounter with Sanskrit and its impact: William Jones, Franz Bopp, Friedrich Schlegel.

Unit 2. The Ashtādhyāyī: Structure and Arrangement
- PratyāhārSūtras, SūtraPātha, Gaṇapāṭha and Dhātupāṭha
- The different ādhyāys

Unit 3.Types of Rules
- Samjnasutram,
- Paribhasha, vidhi, niyam, atidesa, adhikar

Unit 4.Morphophonemics: Sanskrit Sandhi
- Types of Sandhi

Unit 5.Morphology
- Inflectional and Declensional Suffixes
- Verb classes
- Word formation: *Pratyāy, Samāsa* (Compounds)

Essential Reading:

Kapoor, Kapil. (2005). Dimensions of Panini Grammar: The Indian Grammatical System. D.K. Print World Ltd.

Robins, R. 1967. A Short History of Linguistics. Bloomington: The Indiana University Press.

Sharma, R. C. (ed.). 1995. Indian Theory of Knowledge and Language. Bahri Publication, Delhi.

Sharma R. N. (2001)*The Astadhyayi of Panini*. (English Translation of Astadhyayi) Munshiram Manoharlal.

Suggested Readings:

Bynon, T. (1977). Historical Linguistics. Cambridge, Cambridge University Press.

Lehmann, W. P. (1973). Historical Linguistics: An introduction. New York: Holt (2ndEdition).

Kiparsky, P (2004) Panini as a variationist , CASS , University of Pune and MIT Cambridge, USA, 1978.

Koerner, E. F. K. (2004). Essays in the History of Linguistics. Berlin: John Benjamins

Joshi, S D and Roodbergen, J. (2003) The Ashtadhyayi of Panini, Vols .1-10, Translation with notes, Sahitya Academy, New Delhi.

E-resources

Introduction to Pāṇinian grammar. Accessed from https://www.youtube.com/watch?v=frOb2l2Wnk0&list=PLOzRYVm0a65c1XUgLNvX-H5sWc7ixALN4

Sandhi in Paninian grammar. Accessed from https://onlinecourses.nptel.ac.in/noc22_hs35/preview

LIN503 Multilingualism, Education & Language Policy

Semester IX

Credits:04

Course Objectives
 The course aims at enabling students to
- examine the study of multilingualism from various perspectives; language acquisition, sentence processing, speech perception, neurolinguistics and sociolinguistics
- focus on studying language choice, both in the individual and in society
- familiarize with language policy of India

Learning Outcomes

Upon completion of the course, the students will be able to
- understand that language choice can affect the acquisition path – whether an individual becomes and remains bilingual or multilingual is impacted by external sociocultural pressure
- emphasize on the necessity of language policy and pedagogy of endangered languages
- understand that language policy impacts education and literacy in fundamental ways;societal attitudes towards multilingualism help foster or hinder bilingual education

Unit1. Multilingualism-Basic concepts
- Monolingualism, bilingualism and multilingualism
- Individual, social and social psychological aspects of multilingualism
- Multilingualism and the human brain; ethnographic perspectives

Unit2. Multilingual societies
- Simultaneous acquisition of several language
- Language in education and the multilingual classroom
- Patterns of language use and language dominance configuration
- Language ethnicity and race
- Researching multilingual societies

Unit3. Linguistic aspects
- Process of selecting a standard language: codification and elaboration
- Academy based and free enterprise standardization; interference; code-mixing and code-switching

Unit4. Language attitudes and social stereotypes
- ·   Language and identity
- ·   Measurement of social and linguistic attitudes
- ·   Social stereotypes; language proficiency and language attitudes
- ·   Evaluating proficiency levels in multilingual settings

Unit5. Language education, policy and assessment
- ·   Language practice, language ideology and language policy
- ·   Language demography and language in education, tribal languages in education, place of minority languages in education, the eighth schedule and the three-language formula
- ·   Language standardisation, Romanization in India, comparative description and evaluation of writing systems

Textbooks

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

Essential Readings

Agnihotri, R.K. (2002). Sociolinguistic theory and practice: The Indian counterpoint. In Singh, R. ed. The Yearbook of South Asian Languages and Linguistics. New Delhi:Sage, 11-26.

Alisjahbana, S. T. (1968). The Modernization of Languages in Asia. Kuala Lumpur, Malaysian Society of. *Asian Studies*.

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

Brass, P.R. (1975). Language, Religion and Politics in North India. Delhi: Vikas Publishing House.

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

Fishman, J. A. (Ed.). (2011). *Advances in language planning* (Vol. 5). Walter de Gruyter.

Hudson, R.A. (1985). Sociolinguistics. Cambridge: Cambridge University Press.

Hasnain, I. S. (Ed.). (1995). *Standardization and modernization: Dynamics of language planning*. Bahri Publications.

Jessner, U. (2006). *Linguistic awareness in multilinguals: English as a third language*. Edinburgh University Press.

Jhingran, D. (2005). *Language disadvantage: The learning challenge in primary education*. APH Publishing.

Pattanayak, D. P. (1981). *Multilingualism and mother-tongue education* (No. na). R. Dayal, Oxford University Press.

Pattanayak, D. P., Sharma, P. G., & Kumar, S. (1977). Indian bilingualism. Agra: Kendriya Hindi Sansthan.

5-Yr Integrated M.Sc. in Linguistics and Language Sciences

LIN504 Advanced Field Linguistics & Language Documentation

Semester IX

Credits: 04

Course Objectives

The course aims at enabling students to
- provide a solid foundation in the major issues surrounding the fields of language documentation and language description
- Introduce the concepts of studying language and languages, documentation and the relationship between the two, and their relevance for linguistics and other disciplines
- discusses important issues involved in documenting and describing languages, notably endangered languages

Learning Outcomes

Upon completion of the course, the students will be able to
- have a clear understanding of language documentation and description and the differences and overlaps between the two fields of linguistics
- know how to assess the endangerment status of a language, its contact situation and its internal variation
- create an adequate documentation or description of a language and will be familiar with major cognitive, cultural, and methodological issues relevant in this domain

Course Outline

Unit1. Advanced Field Linguistics
- What is Advanced Field Linguistics and What does it involve?
- Areal Linguistics, Comparative Linguistics, and Typology
- Fieldwork preparation
  - Methodology, participatory character, selection of language and area, informants and consultants
  - Bilingual and monolingual fieldwork
  - Preparing questionnaire, equipment handling, budgeting

Unit2. Data Collection and Analysis
- Elicitation and various methods, interview techniques with informants
- Transcription of data, collection of word-list for making dictionary, narratives, folk
- songs, and others, glossing the data using Leipzig glossing rules
- Collaboration, ethics and interdisciplinarity

Unit3. Introduction to Language Documentation and Description
- Difference between language documentation and language description
- Components and skills required for documentation and description
- Language documentation projects

·   Current and future concerns
·   Features of documentary linguistics

Unit4. Language Description
·   Demographic and ethnographic information
·   The name of the language, ethnology, demography, Genetic affiliation
·   Data analysis, morphology and syntax, semantics and social aspects
·   The sociolinguistic situation, traditional morphological typology and processes

Unit5: Evaluating Documentation
·   The role of the linguist
·   Documentation and language policy, planning and revitalisation

Textbooks

Crowley, T. (2007). *Field linguistics: A beginner's guide*. OUP Oxford.
Samarin, W. J. (1967). *Field linguistics: A guide to linguistic field work.* Holt, Rinehart and Winston.

Suggested Reading

Abbi, A. (2001). *A Manual of Linguistic Field Work and Indian Language Structures*. Lincom Europa. Munich: Lincom Europa.
Austin, P. K., & Sallabank, J. (Eds.). (2011). *The Cambridge handbook of endangered languages*. Cambridge University Press.
Chelliah, S. L., & Willem, J. (2010). *Handbook of descriptive linguistic fieldwork.* London, New York. Springer Science & Business Media.
Gippert, J., Himmelmann, N., & Mosel, U. (Eds.). (2006). *Essentials of language documentation*. Berlin: Mouton de Gruyter. pp 67-86.
Grenoble, L. A., & Whaley, L. J. (Eds.). (1998). *Endangered languages: Language loss and community response*. Cambridge University Press.
Harrison, K. D. (2008). *When languages die: The extinction of the world's languages and the erosion of human knowledge*. Oxford University Press.

Semester IX

Objective of the Course: The objective of this course is to make the students understand the following:

- Some essential concepts of linguistic structure are adopted to build computational models that process and translate one natural language to another.

Learning Objectives: By the end of this course the student will be able to:

- Create tools that implement linguistic analysis.
- Identify various modules required to build a machine that translates language data.

Unit1: Introduction:

- A history of NLP focusing on Grammatico-logical Phase and Lexical & Corpus Phase. (Jones 1994). Difference between computational linguistics and Natural language processing.

· Various applications in NLP:

- o speech recognition software;

- o natural language interfaces to software;

- o Document retrieval and information extraction for written text.

Unit 2: Digital corpora in computational studies:

- Corpora as a basis of linguistics studies. Chomsky & criticism of early corpus linguistics. Modern corpus studies, corpus building.
- Characteristics of corpora, collection and application.
- Raw corpus: frequency and analysis. Annotated corpus: different stages and application.
- Different types of ambiguity and its resolution

Unit 3: Structure of machine translation systems

- Applications and methods adopted at various levels of language in machine translation:
  - o **Words:** finite automata, finite transducers, weighted transducers, N-grams, and Hidden Markov Models.
  - o **Syntax:** part-of-speech tagger, transformation-based learning, CYK and early algorithms for parsing, unification and typed feature structures, lexicalized and probabilistic parsing.
  - o **Semantics:** First order predicate calculus.
  - o **Pragmatics:** Covers reference resolution and discourse structure and coherence, spoken dialog phenomena like dialog and speech act modelling,

dialog structure and coherence, and dialog managers. (Jurafsky and Martin :1999))

Unit 4: Natural Language Processing: A Paninian Perspective
- Comparison of Paninian framework with some western computational Grammars such as lexical functional Grammar, Tree Adjoining grammar and Government and Binding.
- Words and their analysis through morphological analysis
- Karaka theory as a semantic model in Paninian Grammar
- Anusaraka or Language Accessor

Unit 5: Modeling

- Students are expected to practice LINUX commands, VI editing commands,
- Regular Expressions and programming, and work out certain models of
- Generators, Analyzers and taggers.
- Write short Algorithms for linguistics models of computational application. Use corpus for testing of models.
- Students need to submit a short write up for internal assignment and appear for a written test in the classroom and   practice of programming.

Essential Reading

Chaitanya, V., Sangal, R., & Bharati, A. (1996). *Natural language processing: a Paninian perspective*. Prentice-Hall of India.

Jurafsky, D. (1999). J. martin,". *Speech and Language Processing—An Introduction to Speech Recognition, Natural Language Processing, and Computational Linguistics*.

Suggested Reading

Mitkov, R. (Ed.). (2004). *The Oxford handbook of computational linguistics*. Oxford University Press.

Jones, K. S. (1994). Natural language processing: a historical review. In *Current issues in computational linguistics: in honour of Don Walker* (pp. 3-16). Springer, Dordrecht.

Clark, A., Fox, C., & Lappin, S. (ed.). 2013. *The Handbook of Computational Linguistics and Natural Language Processing.* UK: John Wiley & Sons.

Douglas Arnold, Lorna Balkan, Seity Meijer, R. Lee Humphreys & Loisa Sadler. 1994. *Machine Translation: An Introductory Guide*. New York: Blackwell Ltd.

Grishman, R. 1986. *Computational Linguistics: An Introduction*. Cambridge: Cambridge University Press.

Hutchins, W. J., & Somers, H. L. 1992. An Introduction to Machine Translation. Vol. 362. London: Academic Press. Jurafsky, D. and J. Martin. 2002. Speech and Language Processing.

Jurafsky, D., & Martin, J. H. (2014). *Speech and Language Processing*. London: Pearson.

Kennedy, G. 2014. *An Introduction to Corpus Linguistics.* London and New York: Longman.

Lyons, J. 1970. *Chomsky.* UK: HarperCollins.

McEnery, A. M., & Wilson, A. 2001. *Corpus Linguistics: An Introduction*. Edinburgh: Edinburgh University Press.

Roark, Brian and Richard Sproat. 2007. *Computational Approaches to Morphology and Syntax.* USA: Oxford University Press.

Ruslan, Mitkov (ed.).2002. *The Oxford Handbook of Computational Linguistics*. Oxford: OUP.

Uma Maheshwar Rao, G. and Amba Kulkarni. 2007. *National Language and Computing*. PGDCAIL, vol.411. Hyderabad: CDE, University of Hyderabad.

Uma Maheshwar Rao, G., & Parameswari, K. 2010. "On the Description of Morphological Data for Morphological Analysers and Generators". In Mona Parekh (ed.), Morphological Analysers and Generators, 7381. Mysore: LDCIL, Central Institute of Indian languages.

5-Yr Integrated M.Sc. in Linguistics and Language Sciences
LIN507 Advanced Syntax
Semester IX

Credits: 04
Course Objectives
This course will teach the advanced concepts of Syntax and enable the students to have
· A broader understanding of complex patterns of novel syntactic data
· Extensive knowledge of the advanced theoretical concepts of minimalist syntax
· An understanding of the key debates in theoretical syntax
Learning outcomes
By the end of the course the students would be able to do
· Advanced syntactic analysis of language data across languages
· Critically analyze existing models of syntactic theory and contribute to the creation of novel analyses

Course Outline
Unit 1. Argument Structure
· Verb types: Causatives, Applicatives, Middles, Passives, Atypical Unaccusatives
· Event structure and verb semantics
· Adverb interpretations
· Adjectival and Nominal Predication
Unit 2. Agreement
· Constraining Agree: Local agreement, long distance agreement, Cyclic Agree, SCOPA
· Features: Markedness asymmetries, Shape of agreement probes
· Location of Agreement: Syntax, Morphology Interface
· Beyond verbs: Concord and Adjectival agreement
Unit 3. Ellipsis
· The structure of silence: the typology of ellipsis
· The meaning of silence: Scope and interpretation
Unit 4. Scrambling
· Leftwards scrambling
· Rightwards scrambling
· Binding and Scope
Unit 5. Beyond Monolingual Syntax
· Overt Mixing and Switching of codes
· Covert Mixing and Switching of codes: Bilingual ellipsis
· Lexicon, (Shared) syntax, (post-syntactic) morphology
· Heritage languages

Essential Readings
Abels, K. (2017). Movement and islands. *The Oxford handbook of ellipsis*, 1-43.
Bhatt, R. (2005). Long distance agreement in Hindi-Urdu. *Natural Language & Linguistic Theory*, 23(4), 757-807.
Bhatt, R., &Dayal, V. (2007). Rightward scrambling as rightward remnant movement. *Linguistic Inquiry*, 38(2), 287-301.
Kidwai, A. (2000). *XP-adjunction in Universal Grammar: Scrambling and binding in Hindi-Urdu*. Oxford University Press, USA.

Merchant, J. (2001). *The syntax of silence: Sluicing, islands, and the theory of ellipsis* (Vol. 1). Oxford University Press on Demand.

Suggested Readings

Anagnostopoulou, E., Alexiadou, A., &Everaert, M. (2004). *The unaccusativity puzzle: Explorations of the syntax-lexicon interface* (Vol. 5). Oxford University Press on Demand.

Baker, M. C. (2008). *The syntax of agreement and concord* (Vol. 115). Cambridge University Press.

Béjar, S., & Rezac, M. (2009). Cyclic agree. *Linguistic Inquiry*, *40*(1), 35-73.

Bhatia, S. (2019). Computing agreement in a mixed system. Phd Dissertation. University of Massachusetts, Amherst.

Bobaljik, J. D. (2008). Where's phi? Agreement as a post-syntactic operation. *Phi-Theory: Phi features across interfaces and modules*, *4410*, 295-328.

Dayal, V. (2012). *Locality in WH quantification: Questions and relative clauses in Hindi* (Vol. 62). Springer Science & Business Media.

Dayal, V. S. (1994). Scrambling Phenomenon. *Theoretical perspectives on word order in South Asian languages*, (50), 237.

Embick, D. (2004). Unaccusative syntax and verbal alternations. *The unaccusativity puzzle: Explorations of the syntax-lexicon interface*, *5*, 137-158.

Keine, S. (2020). *Probes and their horizons*. MIT Press.

Levin, B., &Hovav, M. R. (2005). *Argument realization*. Cambridge: Cambridge university press.

Lohndal, T., Rothman, J., Kupisch, T., &Westergaard, M. (2019). Heritage language acquisition: What it reveals and why it is important for formal linguistic theories. *Language and Linguistics Compass*, *13*(12), e12357.

López, L., Alexiadou, A., &Veenstra, T. (2017). Code-switching by phase. *Languages*, *2*(3), 9.

MacSwan, J. (2014). *A minimalist approach to intrasentential code switching*. Routledge.

Mahajan, A. K. (1990). *The A/A-bar distinction and movement theory* (Doctoral dissertation, Massachusetts Institute of Technology).

Mahajan, A. (2003). Word order and (remnant) VP movement. *Word order and scrambling*, *4*.

Manetta, E. (2012). Reconsidering rightward scrambling: Postverbal constituents in Hindi-Urdu. *Linguistic Inquiry*, *43*(1), 43-74.

Merchant, J. (2019). Ellipsis: A survey of analytical approaches. *The Oxford handbook of ellipsis*, 18-46.

Merchant, J. (2015). On ineffable predicates: Bilingual Greek–English code-switching under ellipsis. *Lingua*, *166*, 199-213.

Muysken, P. (2020). Code-switching and grammatical theory. In *The bilingualism reader* (pp. 280-297). Routledge.

Pylkkänen, L. (2008). *Introducing arguments* (Vol. 49). MIT press.

5-Yr Integrated M.Sc. in Linguistics and Language Sciences

LIN 513 Lexicography

Semester X

Credits: 04 (3 Theory, 1 Practicum)

Course Objectives
The objective of the course is to enable the students to
- · adopt the basic principles and practice of dictionary making.
- · understand the technological advancements in the field of lexicography.

Learning outcome
Following the completion of the courses, students will be able to
- · Construct various types of dictionaries.
- · Implement the lexical knowledge, their word senses and also disambiguate

Course Outline

Unit 1: Introduction to lexicography
- · Lexicography: Definition, Nature and Scope
- · The Historical and Socio-Cultural background
- · Relation between Lexicography and Lexicology
- · Place of Lexicography in Linguistics
- · Lexical units: Form and Function

Unit 2: Lexicography and the components of meaning
- · Sememes, Lexemes and Words
- · Lexeme Types: Simple and Composite Units
- · Nature of Combinations — Set and Free
- · Functional words; denotation, connotation, words in context
- · Lexical Semantic Relations (synonymy, antonymy, etc.)

Unit 3: Dictionary Making
- · Preparation and Planning of the Dictionary
- · Stages of dictionary preparation: Entry selection; Entry Construction; Entry Arrangement
- · Finding word senses, Context disambiguation, strategies for successful word sense disambiguation
- · Building the database: Using template entries in database building; Multiword expressions; Systems for handling grammar and labelling
- · Computational Lexicography and Role of computers in Dictionary Making

Unit 4: Types and Purpose of Dictionaries
- · Encyclopaedic vs Linguistic; Synchronic vs Diachronic; General vs Restricted (Specific   Purpose) dictionaries
- · Monolingual, Bilingual, Multilingual Dictionaries
- · Pedagogical and Special Purpose Dictionaries
- · Printed vs. Electronic Dictionaries

· Small, medium, big, academic dictionaries.

Unit 5: Implications and Challenge of lexicography
· Teaching of vocabulary, pedagogy
· Translation equivalents
· Comparative studies, stylistic choices
· Structure and retrieval of mental vocabulary
· Representation of lexical knowledge
· Data-base for computers
· Problems of dictionary making
· Dictionary evaluation

Textbooks
Howard, J. (2002). *Lexicography: An Introduction*. London: Routledge.
Hartmann, R.R.K. (1983) (Ed.) *Lexicography: Principles and Practice.* London: Academic Press.
Hartmann, R.R.K. (2001). *Teaching and Researching Lexicography*. Pearson Education.

Suggested reading
Atkins, B. T., Atkins, B. T. S., & Zampolli, A. (Eds.). (1994). *Computational approaches to the lexicon*. Oxford University Press.
Béjoint, Henri (2000). *Modern Lexicography.* Oxford: Oxford University Press.
Droszewski, W. (1973). *Elements of Lexicology and Semiotics, Mouton*. The Hague.
Landau, S. I. (1984). *Dictionaries: The art and craft of lexicography*. Macmillan Reference USA.
Sharma, R.S. (2012). *Applied linguistics*. Atlantic publisher.
Singh, R.A. (1982). *An Introduction to Lexicography*. Mysore: CIIL.
Granger, S., & Paquot, M. (Eds.). (2012). *Electronic lexicography*. Oxford: Oxford University Press
Fontenelle, T. (Ed.). (2008). *Practical lexicography: a reader*. Oxford University Press.
van Sterkenburg, P. G. (Ed.). (2003). *A practical guide to lexicography* (Vol. 6). John Benjamins Publishing.
Singh, Ram Adhar (1982) *An Introduction to Lexicography (CIIL Occasional Monograph Series 26).* Mysore: Central Institute of Indian Languages.

LIN 513 Translation and Language Technology

Semester X

Credits: 04 (3 Theory, 1 Practicum)

Course Objectives

The objective of the course is to enable the students to
- understand the relevance of machine translating systems with translation studies, highlighting the contemporary issues in Translation studies.
- correlate the engineering of translation technology with translation as a theory.

Learning outcome

Following the completion of the courses, students will be able to
- choose a carrier in Translation Studies if they are interested in this discipline.
- identify and adopt a variety of translation studies like machine translation, human-aided machine translation, machine-aided human translation, and human translation.

Course Outline

Unit 1. Translation: Definition and Scope
· Definition of Translation
· Scope and Relevance of Translation Studies
· Translation as an Instrument of Linguistic, Cultural and Literary Criticism
· Translation as an Industry and Academic and professional groups in translation

Unit 2. Theories and Meaning Component of Translation
· Theories of natural equivalence and directional equivalence
· The skopos and Polysystem Theory
· Deconstruction and Postcolonial Translation
· Nature and Types of Meaning
· Role of Translator in the Transference of Meaning

Unit 3. Tool, Technique and Issues of Translation
· **Tools of Translation:** Communicative and Semantic Translation; Translation and Transliteration; Full and Partial Translation; Total and Restricted; Rank-Bound and Unbounded Translation
· **Issues of Translation:** The Dynamic Dimension of Communication; Principles of Correspondence; Loss and Gain; Problems of Equivalence, Untranslatability; the Linguistic, Stylistic and Cultural Factors; Meaning Variation.

Unit 4. Translation and Language Technology Interface
· Machine Translation and Types (Machine translation; Human-aided machine translation; Machine-aided human translation; etc.)
· Linguistic theories in machine translation systems
· Major historical development in MT
· Hybrid and interactive machine translation systems
· Reasons for using machine translation systems

Unit 5. Recent Developments and Future Directions
- · Translation systems with speech technology
- · Translation systems for minority languages
- · Translation on the web
- · The localization industry

Textbooks

Nida, Eugene, A. and Charles R. Taber (1974). *The Theory and Practice of Translation*. Leiden: E.J. Brill.

Venuti, Lawrence (2013). *Translation Changes Everything: Theory and Practice*. Abingdon, Oxon, U.K.: Routledge.

Suggested Reading

Baker, Mona, ed. (2009). *Translation Studies*. Vol. I, II, III. Routledge.

Baker, Mona (2019). *Translation and Conflict: A narrative account* (2nd ed.). Routledge.

Baker, Mona (2018) In Other Words: A Coursebook on Translation (3rd ed.). Routledge.

Bowker, L. (2002). *Computer-aided translation technology: A practical introduction*. University of Ottawa Press.

Gentzler, Edwin. (2001). *Contemporary translation theories* (2nd edition). Clevedon: Multilingual Matters.

Hu, K. (2016). *Introducing corpus-based translation studies*. Berlin: Springer.

Sin-Wai, C. (2015). *The Routledge encyclopaedia of translation technology*. Abingdon: Routledge.

Kenny, Dorothy (2001) *Lexis and Creativity in Translation: A Corpus-based Study.* Manchester: St. Jerome Publishing.

Quah, C. K. (2006). *Translation and technology*. Palgrave Macmillan.

Toury, Gideon (1995). *Descriptive Translation Studies and Beyond*. Amsterdam and Philadelphia: Benjamin.