

MA Linguistics – (Cafeteria) Semester III – Course Descriptions (August – December 2026)

Course Title	Linguistic Phonetics
Category (Mention the appropriate category (a/b/c) in the course description	Existing course without changes
Course Code	MALINGC 511
Semester	III
No. of Credits	4
Maximum intake	30
Day/ Time	Tuesday: 2.00 pm – 4.00 pm Thursday: 9.00 am – 11.00 am
Name of the teacher/s	Prof. S. Jayaraju (IPA) Dr. Neelam Singh (Articulatory and Acoustics)
Course Description:	A brief overview of the course The course ‘Linguistic Phonetics’ is an advanced level course which deals with the theoretical and practical aspects of three domains of Phonetics: articulation, IPA and acoustics. As part of the articulatory module, various speech mechanisms such as initiation, phonation, and articulation involved in the production of speech sounds, not just of English but also of other languages of the world are dealt with. IPA (International Phonetic Alphabet) is introduced and is backed by practice sessions in production, perception, and transcription of speech sounds. Similarly, theoretical inputs in acoustic phonetics are followed by hands on practical sessions in PRAAT (a speech analysis software), to enable learners get a grip on the acoustic analysis of speech. This skill is essential for students aiming to do research in the field of phonetics. Pre-requisite: MALINGC 511 - Phonetics and Spoken English References 1. Catford, J.C. (1977).Fundamental Problems in Phonetics. Edinburgh: Edinburgh University Press. 2. Denes, P. and Pinson,E.N.(1993). The Speech Chain, 2nd ed.Oxford: W. H. Freeman and Company. 3. Fry, D.B. (1979). The Physics of Speech. Cambridge: Cambridge University Press. 4. Ladefoged, P. (1996). Elements of Acoustic Phonetics, 2nd ed.Chicago: University of Chicago Press. 5. Ladefoged, P. and Johnson, K. (2001). A Course in Phonetics, 6th ed. Wadsworth: Cengage Learning. (i) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) On completion of the course, the students will

	<table><tr><td>CO1</td><td>Gain an in-depth understanding of the theoretical underpinnings of the three domains of phonetics: Articulation, IPA and Acoustics</td><td>PO1, PO2, PO3</td><td>Domain Specific s</td></tr><tr><td>CO2</td><td>Grasp the various articulatory mechanisms such as initiation, phonation and articulation involved in the production of speech</td><td>PO1, PO2, PO3</td><td>Domain Specific</td></tr><tr><td>CO3</td><td>Identify, produce, perceive and transcribe all the sounds of IPA</td><td>PO9, P10</td><td>Application of knowledge and skills</td></tr><tr><td>CO4</td><td>Comprehend the physics behind the transmission of speech sounds and acoustically analyse speech</td><td>PO1, PO2 PO9, P10</td><td>Domain Specific Application of knowledge and skillss</td></tr><tr><td>CO5</td><td>Efficiently use speech analysis tools such as PRAAT, CSL, Mingogram, etc.</td><td>PO7, P10</td><td>Skill Enhancement s Application of knowledge and skills</td></tr><tr><td>CO6</td><td>Apply the theoretical knowledge and analytical skills gained to describe and document Indian languages including lesser studied and endangered languages</td><td>PO13 PO14</td><td>Generic Learning</td></tr></table>	CO1	Gain an in-depth understanding of the theoretical underpinnings of the three domains of phonetics: Articulation, IPA and Acoustics	PO1, PO2, PO3	Domain Specific s	CO2	Grasp the various articulatory mechanisms such as initiation, phonation and articulation involved in the production of speech	PO1, PO2, PO3	Domain Specific	CO3	Identify, produce, perceive and transcribe all the sounds of IPA	PO9, P10	Application of knowledge and skills	CO4	Comprehend the physics behind the transmission of speech sounds and acoustically analyse speech	PO1, PO2 PO9, P10	Domain Specific Application of knowledge and skillss	CO5	Efficiently use speech analysis tools such as PRAAT, CSL, Mingogram, etc.	PO7, P10	Skill Enhancement s Application of knowledge and skills	CO6	Apply the theoretical knowledge and analytical skills gained to describe and document Indian languages including lesser studied and endangered languages	PO13 PO14	Generic Learning
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Course Delivery	Lecture																								
Evaluation Scheme	- Internal Assessment: 40 % (3 internal tests of 20 marks each) - Final Assessment: 60 %																								
Reading List	- Catford, J.C. (1977). Fundamental Problems in Phonetics. Edinburgh: Edinburgh University Press. - Denes, P. and Pinson, E.N. (1993). The Speech Chain, 2nd ed.Oxford: W. H. Freeman and Company. - Fry, D.B. (1979). The Physics of Speech. Cambridge: Cambridge University Press. - Ladefoged, P. (1996). Elements of Acoustic Phonetics, 2nd ed.Chicago: University of Chicago Press. - Ladefoged, P. and Johnson, K. (2001). A Course in Phonetics, 6th ed. Wadsworth: Cengage Learning. - International Phonetic Association. (1999). Handbook of the International Phonetic Association: a guide to the use of the International Phonetic Alphabet. Cambridge: CUP. (Supplementary reading will be given as and when needed)																								

Course Title	INTRODUCTION TO OPTIMALITY THEORY		
Category (Mention the appropriate category (a/b/c) in the course description)	Existing course without changes		
Course Code	MALINGC 521		
Semester	III		
No. of Credits	4		
Maximum intake	30		
Day/ Time	Tuesday & Wednesday: 11.00 am – 1.00 pm		
Name of the teacher/s	Prof. Hemalatha Nagarajan		
Course Description:	Students who complete this course will have the knowledge and skills to		
		CO1	learn the basic premises and mechanisms of Optimality Theory
		CO2	analyse key linguistic phenomena using the formal devices of the theory
		CO3	understand major conceptual differences between OT and traditional approaches to linguistic analysis, and critically evaluate conceptual issues and empirical problems in OT
		CO4	observe and identify phonological variations in new linguistic contexts and explain the differences using ranked constraints.
		CO5	acquire cognitive and technical skills to analyse phonological aspects of languages
		CO6	attain analytical skills to examine data, evaluate research findings, and conduct research in various languages
		CO7	apply the principles of phonological variation to the structures of their languages.
		CO8	plan fieldwork for collection of data pertaining to speech sounds- segmental and supra-segmental.
		CO9	extend knowledge of phonology to other disciplines
		CO10	document and study lesser-known languages and dialects
		CO11	study phonological influences of languages in contact (contact phonology) and dialectal phonology
	Course Delivery	Offline-lectures, Seminars and Presentations	
Evaluation Scheme	Internal Assignment: 40 marks (quiz, assignments etc) Semester End: 60 marks (semester end examination)		

Reading List	Kager, Rene (1999), Optimality Theory, Cambridge: Cambridge University Press Prince, Alan and Smolensky, Paul (2004) Optimality Theory: Constraint Interaction in Generative Grammar. Malden, Mass., and Oxford, UK: Blackwell. (Revision of 1993 technical report, Rutgers University Center for Cognitive Science. Available on Rutgers Optimality Archive, ROA-537) McCarthy (2007) Harmonic Serialism
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Course title	Research Methodology
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	MALINGRMC 698
Semester	III
Number of credits	4 credits
Maximum intake	30
Day/Time	Monday: 2.00 pm – 4.00 pm Friday: 11.00 am – 1.00 pm
Name of the teacher/s	Prof. Roopa Suzana, Dr. Iram Ali Ahmad and Prof. S. Jayaraju
Course description	Introduction The Research Methodology course in linguistics aims to teach students the fundamental techniques and approaches used in linguistic research. It focuses on developing skills to design studies, collect and analyse data, and draw valid conclusions. Overall, the course aims to empower students with the tools and knowledge necessary to conduct rigorous and meaningful research in the field of linguistics. This course has three modules. Module1: Types of Research and Research Design This module is designed to enhance students’ ability to critically evaluate existing linguistic research, identify gaps in the literature and contribute to the ongoing discourse in the field. It further equips learners with the skills to identify research problems, formulate research questions, build hypotheses, and state objectives clearly. In addition, it also develops skills to build an appropriate research design based on the nature of enquiry. Module 2: Data Collection Techniques This module on field methods in linguistics typically involves collecting and documenting linguistic data. It introduces learners to various methods of gathering linguistic data, such as designing questionnaires and tests, interviews, surveys, experiments, audio recordings, and corpus analysis. It also equips learners with the knowledge of using appropriate techniques and tools necessary to conduct effective and rigorous linguistic fieldwork. Emphasis is also laid on the importance of involving and collaborating with language speakers and communities throughout the research process. In addition, it also addresses the ethical issues related to linguistic research, such as consent, privacy, and cultural sensitivity. Module 3: Data Analysis and interpretation and Academic Writing This module focuses on training learners how to analyse and interpret linguistic data. It introduces students to the various instrumental techniques used in the analysis of linguistic/Phonetic data. Students will have hands-on experience in designing and conducting small-scale research projects, collecting linguistic data, analysing results, and drawing valid conclusions. Students will also learn about data analysis and experiments in syntax and semantics. This module also focuses on equipping learners with the required technical writing skills to present the literature review, description of the methodology used for the research experiment. It trains learners on how to paraphrase, use appropriate methods of in-text citation and referencing using APA style. It also draws their attention to the issue of plagiarism.
Course delivery	Lecture
Evaluation scheme	Internal: 40% (Assignments/ Presentations) External: 60% (Term Paper)
Reading list	Bowern, C. 2015. <i>Linguistic fieldwork: A practical guide</i> . Springer. Chelliah, S. L., & De Reuse, W. J. 2010. <i>Handbook of descriptive linguistic fieldwork</i> . Springer Science & Business Media.

	De Laine, M. 2000. “Fieldwork, participation and practice: Ethics and dilemmas in qualitative research”. <i>Fieldwork, Participation and Practice</i>, 1-240. Lee-Treweek, G., &Linkogle, S. (Eds.). 2000. <i>Danger in the field: Risk and ethics in social research</i>. Psychology Press. Newman, P., & Ratliff, M. (Eds.). 2001. <i>Linguistic fieldwork</i>. Cambridge University Press. Butcher, A. 2013. <i>Research Methods in Phonetic Fieldwork</i>. Bloomsbury Publishing. Staley, Kent W. 2014. <i>An Introduction to the Philosophy of Science</i>. Cambridge University Press. Sprouse, Jon. 2023. <i>The Oxford Handbook of Experimental Syntax</i>. Oxford University Press. Goodall, Grant. 2021. <i>The Cambridge Handbook of Experimental Syntax</i>. Cambridge University Press. Ball, Derek and Brian Rabern. 2018. <i>The Science of Meaning</i>. Oxford University Press.
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Course title	A SYSTEMIC APPROACH TO INTONATION																														
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes																														
Course code	MALINGE 513																														
Semester	III																														
Number of credits	4																														
Maximum intake	20																														
Day/Time	Tuesday & Friday: 9.00 am – 11.00 am																														
Name of the teacher/s	Dr. Meena C. Debashish																														
Course description	i.A brief overview of the course This course introduces the Systemic Functional Linguistic approach to the study of English intonation, where intonation is considered to be part of grammar. A trinocular principle is adopted to study the systems of INTONATION which realize the systems of LEXICOGRAMMAR for construing the systems of SEMANTICS in different contexts of situations and culture. The main purpose of this course is to equip students with two skills for studying and applying the functions of the English intonation system: The Systemic Functional model of intonation, and PRAAT, a speech analysis software. It will also enable students to understand the nuances of English speech and efficiently use the interpersonal system of English intonation in different contexts of situations. ii. Objectives of the course (Cos) in terms of Programme Specific Outcomes (PSOs) i.Learning outcomes (LOs) —a) domain-specific outcomes b) value addition/ c) skill-enhancement/d) employability quotient At the end of the course, students will <table><tr><th></th><th>COs</th><th>PSOs</th><th>LOs</th></tr><tr><td>CO1</td><td>obtain an understanding of the systems of English Intonation using the Systemic Functional theory</td><td>PSO1 PSO2 PSO3</td><td>domain Specific</td></tr><tr><td>CO2</td><td>learn to adopt a trinocular perspective to study spoken English texts in various contexts of situations</td><td>PSO5 PSO6</td><td>skill enhancement</td></tr><tr><td>CO3</td><td>acquire the systemic functional expertise to study/use the systems of English Intonation and their metafunctions.</td><td>PSO5 PSO6 PSO7</td><td>skill enhancement</td></tr><tr><td>CO4</td><td>learn to use PRAAT to study/run experiments in intonation.</td><td>PSO5 PSO6 PSO7</td><td>skill enhancement</td></tr><tr><td>CO5</td><td>be able to identify their needs as L2 users of English and address them</td><td>PSO8 PSO12 PSO15</td><td>skill enhancement; value addition; employability quotient</td></tr><tr><td>CO6</td><td>acquire the necessary skills for making effective choices in the textual and interpersonal meanings in their everyday spoken interactions, and thereby become confident, and efficient users/speakers of English</td><td>PSO5 PSO8 PSO12 PSO15</td><td>skill enhancement; value addition; employability quotient</td></tr></table>				COs	PSOs	LOs	CO1	obtain an understanding of the systems of English Intonation using the Systemic Functional theory	PSO1 PSO2 PSO3	domain Specific	CO2	learn to adopt a trinocular perspective to study spoken English texts in various contexts of situations	PSO5 PSO6	skill enhancement	CO3	acquire the systemic functional expertise to study/use the systems of English Intonation and their metafunctions.	PSO5 PSO6 PSO7	skill enhancement	CO4	learn to use PRAAT to study/run experiments in intonation.	PSO5 PSO6 PSO7	skill enhancement	CO5	be able to identify their needs as L2 users of English and address them	PSO8 PSO12 PSO15	skill enhancement; value addition; employability quotient	CO6	acquire the necessary skills for making effective choices in the textual and interpersonal meanings in their everyday spoken interactions, and thereby become confident, and efficient users/speakers of English	PSO5 PSO8 PSO12 PSO15	skill enhancement; value addition; employability quotient
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Course delivery	1. Lecture: 50% 2. Experiential learning 50%: tutorial/lab sessions – working with PRAAT software																														
Evaluation scheme	Internal (modes of evaluation): 50 (Best 2 out of 3) End-semester (mode of evaluation): 50 1. Term paper (Written + Practical): 50																														
Reading list	Essential reading 1. Halliday, M.A.K. 1967. <i>Intonation and Grammar in British English</i> . The																														

	Hague: Mouton. 2. Halliday, M.A.K. 1970. <i>A Course in Spoken English: Intonation</i>. London: Oxford University Press. 3.Halliday, MAK, and C.M.I.M. Matthiessen. 2014. <i>An Introduction to Functional Grammar</i>, 4th ed. London: Edward Arnold. Additional reading: As and when required...
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Course Title	Advanced Topics in Semantics
Category (Mention the appropriate category (a/b/c) in the course description	Existing course without changes
Course Code	MALINGE - 551
Semester	III
No. of Credits	4
Maximum intake	30
Day/ Time	Monday & Wednesday: 4.00 pm – 6.00 pm
Name of the teacher/s	Dr. Utpal Lahiri
Course Description:	This course is a continuation of Semantics I and is intended to give a basic introduction to advanced topics. Topics include: Logical Form and Quantifiers Generalized Quantifier Theory Lambda Calculus Adverbial Modification and Event Semantics; tense, aspect Anaphora and Indexicals.
Course Delivery	Lecture
Evaluation Scheme	Internals: 40 marks External: 60 marks
Reading List	Required text: Altshuler, D., T. Parsons and R. Schwarzschild (2018). <i>A Course in Semantics</i>. MIT Press. Recommended texts: Chierchia, G. and S. McConnell-Ginet (2000). <i>Meaning and Grammar</i>. MIT Press (2nd Edition) Heim, I. and von Stechow (2007). <i>Notes on Intensional Semantics</i>. Ms., MIT (downloadable)

Course Title	Introduction to Psycholinguistics
Category (Mention the appropriate category (a/b/c) in the course description	Existing course without changes
Course Code	MALINGE 565
Semester	III
No. of Credits	4
Maximum intake	30
Day/ Time	Monday: 11.00 am – 1.00 pm Thursday: 2.00 pm – 4.00 pm
Name of the teacher/s	Prof. Shruti Sircar
Course Description:	This course is an introduction to psycholinguistics, the study of how individuals comprehend, produce, and acquire language. As part of the larger field of cognitive science, psycholinguistics is an interdisciplinary field shaped by research in psychology, linguistics, artificial intelligence, neuroscience, and philosophy. We will primarily be concerned with questions such as: what does it mean to know a language? What are the cognitive processes involved in language use? What social rules are associated with language use? What brain mechanisms are active in language use? i. Learning outcomes— By the end of the programme, the students will have: PO1: obtained a sound knowledge of various branches of language sciences: theoretical and applied PO2: acquired skills to analyse various aspects of a language/ languages PO3: applied theories to analyse data from Indian and other languages PO4: understood how theories are built with evidence/data from languages PO5: obtained theoretical and functional understanding of phonetics with special reference to English PO6: carried out empirical studies in languages PO7: learnt to apply knowledge of linguistics to other disciplines such as Artificial Intelligence, Cognitive Psychology, Forensic and Clinical Sciences PO8: learnt to address language-related societal needs and issues: language planning, language maintenance, language standardization, language variation and language and gender PO9: learned to describe and document lesser studied and endangered languages PO10: learned to use relevant tools to analyse phonetic and linguistic data a) domain-specific outcomes: Upon successful completion, students will have the knowledge and skills to CO1:understand the relationship between theoretical linguistics and psychology CO2: learn how acoustic stimuli are mapped to phonetic and phonological representations CO3: learn how are words stored and organized in memory CO4: learn how syntactic structure is computed in real time CO5:understand how syntactic dependencies (movement, anaphora, agreement) are processed CO6: learn about the difference between producing linguistic expressions versus perceiving them b) value addition: Most psycholinguists work in academia, but a psycholinguistics degree with special reference to language disorders can also set you up for a career in speech-language pathology, education, and research. Training in

	psycholinguistics can equip you to work in the fast-growing field of artificial intelligence and machine learning, c) skill-enhancement Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences. d) employability quotient During the last 3 years, inputs from latest research and industry are fed into curriculum renewal and revision.
Course Delivery	Lecture and Experiential learning for all modules
Evaluation Scheme	Three quizzes (MCQ, short/long answers) – 40% of the internal assessment (closed book) 60% external examination: sit down closed book examination
Reading List	Essential reading: Carroll, David W. 2008. Psychology of Language. 5th ed. Thomson Wadsworth. Harley, Trevor A. 2001. The psychology of language: from data to theory. 2nd ed. Oxford: Taylor and Francis. Field, John. 2003. Psycholinguistics: a resource book for students. London: Routledge. Scovel, Thomas. 1998. Psycholinguistics. Oxford: Oxford University Press.