Gyanmanjari
Innovative University

Course Syllabus
Gyanmanjari Institute of Arts
Semester-4 (B.A.)

Subject: The Role of Language Science-BATEN14315

Type of course: Minor

Prerequisite: NA

Rationale:

Language is a fundamental aspect of human interaction, reflecting cultural identity and societal change. This study addresses the gap in understanding. By analyzing, it contributes to linguistic theory and practical applications in. Grounded in, this research aims to enhance knowledge of language dynamics. The findings are expected to provide insights into.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks			Total Marks
					CCE		
CI	T	P	C	SEE	MSE	ALA	
4	0	0	4	100	30	70	200

Legends: CI-Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; MSE- Mid Semester Examination; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.

4 Credits * 25 Marks = 100 Marks (each credit card carries 25 Marks)
SEE 50 Marks will be converted into 25 Marks
CCE 50 Marks will be converted into 25 Marks
It is compulsory to pass in each individual component.

Course Content:

Sr. No	Course content	Hrs.	% Weightage
1	**General introduction to linguistics** **(ભાષા વિજ્ઞાનનો સામાન્ય પરિચય)** Definition, Scope and Branches of Linguistics. (ભાષા વિજ્ઞાનની પરિભાષા, ક્ષેત્ર તથા શાખાઓ) Definition and Categories of Language (ભાષાની પરિભાષા તથા પ્રકારો) Origin and Development of Language (ભાષાનો ઉદભવ અને વિકાસ)	15	25 %
2	**Phonetics (ધ્વની વિજ્ઞાન)** ભાષા વિજ્ઞાન અને ધ્વની (Linguistics and Phonetics), ધ્વની વર્ગીકરણ (Phonetics Classification), ભાષામાં ધ્વની સમૂહ (A set of Phonetics in a language), ધ્વની વર્ગીકરણનો આધાર (Basis of Phonetics classification), ધ્વની પરિવર્તનનો અર્થ (Meaning of sound change), ધ્વની પરિવર્તનના કારણો (Causes of voice change), કેટલાક પ્રસિદ્ધ ધ્વની નીયમો (Some famous Phonetics rules)	15	25 %
3	**Semantic Science (અર્થ વિજ્ઞાન)** અર્થ વિચાર (Semantic thinking), અર્થની પરિવર્તન દિશા (Change direction of Semantic), અર્થ પરિવર્તનના કારણો (Causes of Semantic Change), બૌધિક કારણો (Intellectual reasons)	15	25 %
4	**Morphological and Geographical division of the Languages of the World.** **(વિશ્વની ભાષાઓનું આકૃતિ મુલક તથા પારિવારિક વર્ગીકરણ)** નામકરણ (Naming), વર્ગીકરણનો આધાર (Basis of classification), આકૃતિમુલક વર્ગીકરણ (Figure Country Classification), પારિવારિક વર્ગીકરણ (family classification),	15	25 %

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Continuous Assessment:

Sr. No	Active Learning Activities	Marks
1.	**Language Family Tree** Students shall create their own family tree of languages they know or have heard of They can use colored cards to connect related languages Add simple words from each language to show similarities. Upload the photos on the GMIU web Portal.	10
2	**Word Journey** Students have to pick one word and trace its meaning changes over time. Also create a timeline showing how the meaning have evolved. Use pictures or drawings to illustrate each meaning. Example: 'કાગળ' (from letter to paper). Upload the photos on the GMIU web Portal. Upload the photos on the GMIU web Portal.	10
3	**Meaning Web** In a group of three, students shall start with one word and create a web of related meanings and connect words with different colored lines showing relationship of types. Example: starting with 'પાણી' (water) and showing all related meanings, Morphological and Geographical Language Division. Upload the findings on GMIU web Portal.	10
4	**Language Detective** Students should collect 2 different examples of language use (road signs, advertisements, messages). Create a chart of the findings and upload it on GMIU Web Portal.	10
5	**Language Map Activity** Students have to create a simplified world map, Color-code different language families for world map outline. Upload the chart on GMIU Web Portal.	10
6	**Intellectual Reason Puzzle** Students shall find some words and make their meanings which increase their intellectual ability. E.g., Philosophical terms like 'Atma', 'Brahman'. Upload the chart on GMIU Web Portal.	10
7	**Attendance:**	10
	Total	70

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Suggested Specification table with Marks (Theory):100

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	20%	60%	00%	20 %	00	00

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from the above table.

Course Outcome:

After learning the course, the students should be able to:	
CO1	Define linguistics and explain its fundamental scope as a scientific study of language.
CO2	Identify and differentiate between various branches of linguistics (phonology, morphology, syntax, semantics, etc.)
CO3	Understand different approaches to defining language and its key characteristics
CO4	Describe major theories regarding the origin and historical development of language and recognize the relationship between language, society, and human cognition

Instructional Method:

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction.
Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment
Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in the laboratory.

Reference Books:

[1] भाषा विज्ञान,भोलेनाथ तिवारी,किताब महल, इल्हाबाद.
[2] भाषा विज्ञान एवं भाषा शास्त्र,डॉ. कपिलदेव द्विवेदी,विश्व विद्यालय प्रकाशन, वाराणसी.
[3] भाषा विज्ञान, डॉ श्यामसुन्दर दास,प्रकाशन संस्थान,दिल्ली.
[4] संस्कृत भाषा विज्ञान,डॉ. राजकिशोरसिंह, विनोद पुस्तक मंदिर, आगरा.
[5] ભાષા વિજ્ઞાન અને ભાષા કૌશલ્યોનું શિક્ષણ, ડો. યોગેન્દ્ર ધીરુભાઈ વ્યાસ,પ્રયોગ પ્રકાશન, અમદાવાદ.