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## *A Comparative Study of Grammar in the Syllabi of B.A & B.Sc English (Compulsory) in the State Funded Universities of Gujarat*

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*Abstract: In a world based on science and technology, it is education which determines the level of prosperity, welfare and security of the people. In present time, education of the whole world has the linguistic superiority of English as it is used for general communication and global conversational mutualism. In this research paper, the researcher covers the comparative study of grammar topics in the syllabi of B.A and B.Sc English (Compulsory) in the state funded universities of Gujarat.*

*Moreover, the researcher has compared seven universities syllabi specially grammar contents at three levels.*

- *F.Y.B.A and F.Y.B.Sc,*
- *S.Y.B.A and S.Y.B.Sc and*
- *T.Y.B.A and T.Y. B.Sc*

*By means of this research, the researcher wishes to provide a supportive climate that builds student effectiveness, specially teaches interpersonal and collaborative skills and develop the capacity for lifelong learning. Through this research the researcher wants to see the good syllabi can be useful in engaging students and creating an effective classroom atmosphere. In this research paper researcher wishes to focus on the missing link between H.S.C and F.Y syllabi, some topics of grammar prescribed are below the level of H.S.C Standard English syllabi. Hence, they cause repetition and unnecessary burden for the students. The syllabi should be graded. This document gives formatting instructions for authors preparing papers for publication in the Proceedings of an International Journal. The authors must follow the instructions given in the document for the papers to be published. You can use this document as both an instruction set and as a template into which you can type your own text.*

**Keywords:** *Comparative Study, Syllabi, English (Compulsory), State Funded University, Gujarat.*

### I. INTRODUCTION

Today, theory and history of education has universal interest. Generally from researcher's point of view, it has been realized that educational practice must be illuminated by critical examination and it has been learned that without a consideration of goals and purposes education is bound to suffer from a grave limitation of vision. At any stage of education learning experiences have to be planned keeping in view the philosophical, psychological and sociological needs of learners at that particular stage. This brings into light, discussion on the word 'syllabus.' It has been defined variously. At its simplest level a syllabus can be described as a statement of what is to be learnt.

A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained. (Hutchinson and Waters 80).

According to the broad interpretation of the term, it includes formal contacts and interaction with teachers and students leading to the all-round development of the personalities of the latter. It reflects language and linguistic performance. This is a rather traditional interpretation of syllabus focusing on outcomes rather than process. It is seen as an approximation of what will be taught and that it cannot accurately predict what will be learnt. Thus, a comprehensive view of the selection and planning of learning experiences requires a consideration of the nature and needs of the individuals, the aspiration and requirements of society and the process by which the individual incorporates experience. The foundations of these experiences are values, traditional factors and forces which influence the kind, quantity and quality of experiences any educational institution offers to its learners. In all there are three such foundations.

### 1.1. Philosophical foundation of syllabus

The development of philosophy of education is extremely important because it undergirds all of the syllabus foundational areas. According to Dictionary of Education, the word 'philosophy' is defined as, "An integrated personal view that serves to guide the individuals conduct and thinking" (419). Therefore, in the development of the syllabus, once a philosophy of education has been formulated and then goals are determined based on the philosophy. Specific objectives are developed from the goals, and learning activities are identified to carry out the objectives. Evolution is the last step, but it is continuous process which may precede some of the other stages. Oliver's model of this process is the following:

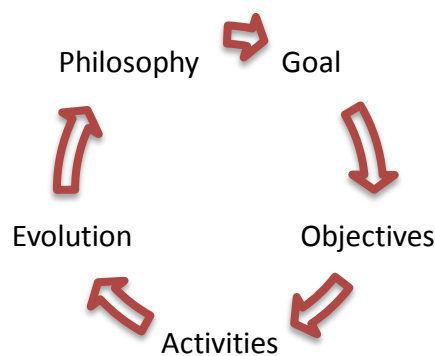


Fig. 1.1. Process of Education

### 1.2. Psychological foundation of syllabus

According to Harold Johnson, the word 'psychological foundation' of syllabus is defined as, "Those understandings gained from psychology which have bearing on the learning- process" (39).

Robert Zaris said that, "Notion of how the students learn will have an effect on the shape of the curriculum" (16).

### 1.3. Social foundation of syllabus

According to Harold Johnson, the word 'social' foundation of syllabus is defined as, "The influence of the institutions and forces that make up with the culture on the School programme" (57). Language is not only an abstract system of formal, lexical and grammatical features but also it should fulfil a social function.

- Syllabus serves the purpose of society
- Syllabus needs to take note of the characteristic of the students

## II. METHODOLOGY

### 2.1. Research Design

In the present study, researcher has collected syllabi of B.A and B.Sc of all seven universities of Gujarat. A researcher has decided to intertwine in the constructive from with both analytical and qualitative methods to provide more comprehensive and analysis of the data. As Kothari points out; “In analytical research, the researcher has to use facts or information already available, and analyse these to make a critical evaluation of the material” (3).

### 2.2. Population

For this research, researcher chooses population of the following universities undergraduate students of B.A and B.Sc.

1. The Gujarat University,
2. The M.s.University,
3. The North Gujarat University,
4. The Veer Narmad South Gujarat University,
5. The Saurashtra University,
6. The Bhavnagar University and,
7. The Sardar Patel University

#### 2.2.1. Respondents

Total 50 undergraduate students who are studying at B.A and B.Sc. Participation were voluntary.

### 2.3. Sample

For this research, researcher chose a specific group of people. The sample was chosen based on random selection and techniques. All of them were undergraduate students of B.A and B.Sc from all the seven University of Gujarat. The sample size is 50 students.

### 2.4. Data collection

Data was collected via online questionnaire. Researcher had developed a questionnaire for students to investigate grammar contents in the syllabi of B.A and B.Sc English (Compulsory) in the seven state funded universities of Gujarat. The link for online survey has been distributed among students. Students required 6-8 minutes to complete the questionnaire.

### 2.5. Limitation of the study:

The present study has following limitations:

1. The syllabi of state funded universities have been studied during the course of this research. Syllabi of universities (namely technology, Management, engineering etc...) have not been considered as they do not offer B.A & B.Sc courses.
2. The grammar contents of B.A and B.Sc syllabi have been compared.

### 2.6. Objectives:

1. To study the grammar contents of B.A & B.Sc of all universities of Gujarat.
2. To compare the grammar contents of B.A & B.Sc of all universities of Gujarat.
3. To find out whether the prescribed grammar contents helps students to improve their English.

### III. COMPARATIVE STUDY OF GRAMMAR IN B.A AND B.SC (ENGLISH (COMPULSORY) IN THE SEVEN UNIVERSITY OF GUJARAT

#### 3.1. Comparative Study of Grammar in the F.Y.B.A and F.Y. B.Sc English (Compulsory) in the seven Universities of Gujarat

##### M.S.University \*

The M.S University does not offer English (Compulsory) at the F.Y. B.Sc level, and therefore it stands as an exception.

##### Veer Narmad South Gujarat University\*\*

In this university, the topics of grammar depend on the text prescribed in the syllabus namely Higher Level and Lower Level, at the F.Y. B.A & F.Y.B.Sc.

##### S.P.University \*\*\*

In the S.P University, at the F.Y. B.A & F.Y.B.Sc, the topics of grammar to be decided by the teachers of the colleges concerned. Here, teacher has the power to select the topics of grammar.

#### 1. Articles:

All universities of the Gujarat state except the Saurashtra University, has prescribed articles in their syllabus at the F.Y.B.A & F.Y. B.Sc

#### 2. Tenses, Verb and Preposition:

All universities have prescribed tenses, verbs, and prepositions in their syllabus. This makes tenses, verbs, and prepositions are common features of all universities of Gujarat in its both branches F.Y. B.A & F.Y. B.Sc

#### 3. Synonyms and Antonyms:

Synonyms and Antonyms have been prescribed at two universities namely,

- The Saurashtra University and,
- The North Gujarat University.

#### 4. Modal Auxiliary:

Only at the North Gujarat University, Modal Auxiliary (only primary auxiliaries do, have, and be) have been prescribed at F.Y.B.A syllabus.

#### 5. Meanings:

Meanings have been prescribed only at the Saurashtra University in both branches of the F.Y.B.A and F.Y.B.Sc.

#### 6. Direct –Indirect Speech:

Direct–Indirect speech has been prescribed only in the M.S. University (F.Y.B.A)

#### 7. Voice:

Voices have been prescribed in the M.S.University (F.Y.B.A) and in the North Gujarat University. In the syllabus of the North Gujarat University, a voice with Simple Present Tense has been prescribed at the F.Y.B.Sc level.

#### 8. Degree:

Degree has been prescribed only at the Bhavnagar University at the F.Y.B.A and F.Y.B.Sc(only in Semester -II).

**9. Pronoun:**

Pronoun has been prescribed at the Saurashtra University in both branches, the F.Y.B.A and F.Y. B.Sc and in the North Gujarat University pronoun has been prescribed only at the F.Y.B.A.

**10. Concord:**

Concord has been prescribed only at the Saurashtra University in the F.Y.B.Sc level.

**11. Substitution:**

Substitution has been prescribed only at the Saurashtra University in both the F.Y.B.A and F.Y. B.Sc levels.

**12. Adjective and Adverb:**

Adjective and Adverb have been prescribed only at the M.S. University. All paragraphs must be indented. All paragraphs must be justified, i.e. both left-justified and right-justified.

TABLE I  
Comparative study of Grammar topics which are prescribed in the seven Universities of Gujarat at the F.Y.B.A and the F.Y.B.Sc

COMPARATIVE STUDY OF GRAMMAR TOPICS [F.Y]															
NO.	TOPICS	GU		SAURASHTRA UNI.		M.S.UNI.		NORTH GUJ.UNI.		V.N.S.G.U **		BHAVNAGAR UNI.		SARDAR PATEL UNI.***	
		B.A	B.S C	B.A	B.SC	B.A	B.SC *	B.A	B.S C	B.A	B.S C	B.A	B.SC	B.A	B.S C
1	Articles	•	•			•		•	•			•	•		
2	Tenses	•	•	•	•	•		•	•			•	•		
3	Preposition	•	•	•	•	•		•	•			•	•		
4	Verb	•	•	•	•	•		•	•			•	•		
5	Synonyms			•	•			•	•						
6	Antonyms			•	•			•	•						
7	Modal Auxiliary														
8	Meaning			•	•										
9	Direct-Indirect Speech					•									
10	Voice					•			•						
11	Conjunction														
12	Degree											•			
13	Vocabulary			•	•				•						
14	Concord				•										
15	Substitution			•	•										
16	Adjective					•									
17	Adverb					•									
18	Degree											•	•		

### 3.2. Comparative Study of Grammar in the S.Y.B.A and S.Y. B.Sc English (Compulsory) in the seven Universities of Gujarat

#### M.S. University \*

The M.S University, does not offer English (Compulsory) at S.Y. B.Sc level, therefore it stands as an exception.

Veer Narmad South Gujarat University\*\*

In this university, the topics of grammar depend on the text prescribed in the syllabus namely Higher level and Lower level.

*S.P.University \*\*\**

In the S.P University at S.Y. B.A level the topics of grammar are decided by the teachers of the colleges concerned. Here teacher has the power to select the topics of grammar. This university do not offer English (Compulsory) at S.Y.B.Sc level.

### 1. Articles, Verb, Synonyms, Antonyms, Modal Auxiliary, Idioms and substitution:

Only the Gujarat University has prescribed Articles, Verb, Synonyms, and Antonyms, Modal Auxiliary, Idioms and Substitution in their syllabus at S.Y.B.A & B.Sc.

### 2. Tenses, Preposition and Meaning:

Tenses, Preposition and Meaning have been prescribed at two universities namely, the Gujarat University and the North Gujarat University in their syllabus. This makes tenses and prepositions are common features of S.Y. B.A & S.Y. B.Sc in both the universities.

### 3. Direct –Indirect Speech:

Direct –Indirect speech have been prescribed at three universities namely,

1. The M.S. University (S.Y.B.A),
2. The Saurashtra University and,
3. The North Gujarat University.

### 4. Voice and Vocabulary:

Voices and Vocabulary have been prescribed at the Saurashtra University and the Bhavnagar University.

### 5. Adjective and Adverb:

Adjective and Adverb have been prescribed only at the Saurashtra University (S.Y.B.A).

TABLE III

Comparative study of Grammar topics which are prescribed in the seven Universities of Gujarat at the S.Y.B.A and the S.Y.B.Sc

COMPARATIVE STUDY OF GRAMMAR TOPICS [S.Y]															
NO.	TOPICS	GU		SAURASHTRA UNI.		M.S.UNI.*		NORTH GUJ.UNI.		V.N.S.G.U.**		BHAVNAGAR UNI.		S.P. UNI.***	
		B.A	B.SC	B.A	B.SC	B.A	B.SC	B.A	B.SC	B.A	B.SC	B.A	B.SC	B.A	B.SC
1	Articles	•	•												
2	Tenses	•	•					•	•						
3	Preposition	•	•					•	•						
4	Verb	•	•												
5	Synonyms	•	•												
6	Antonyms	•	•												
7	Modal Auxiliary	•	•												
8	Meaning	•	•					•	•						

9	Direct-Indirect Speech			.	.	.		.	.						
10	Voice			.	.										
11	Conjunction														
12	Degree														
13	Vocabulary			.	.								.		
14	Idioms	.	.												
15	Substitution	.	.												
16	Adjectiv														
17	Adverb			.											
18	Degree														

### 3.3. Comparative Study of Grammar in the T.Y.B.A and T.Y. B.Sc English (Compulsory) in the seven Universities of Gujarat

#### Saurashtra University\*

This university has not prescribed any topic of grammar at T.Y. in both levels; therefore it stands as an exception.

#### M.S.University \*\*

The M.S.University does not offer English (Compulsory) at T.Y.B.A & T.Y.B.sc levels; therefore it also stands as an exception.

#### Veer Narmad South Gujarat Univeristy\*\*\*

In this university the topics of the grammars are depended on the text prescribed in the syllabus namely Higher Level and Lower Level at T.Y.B.A & T.Y.B.Sc.

#### Sardar Patel University \*\*\*\*

The S.P University does not offer English (Compulsory) at T.Y. B.Sc level.

#### 1. Gerund, Participles, Modal Auxiliary, Meaning, Conjunction, Infinitive:

The following topics of grammar are prescribed at the North Gujarat University syllabus at T.Y.B.A & T.Y.B.Sc. They are;

- The Gerund,
- The Participles,
- The Modal Auxiliary,
- The Meaning,
- The Conjunction and,
- An Infinitive.

#### 2. Voice and Vocabulary:

Voice & Vocabulary have been prescribed only in the Gujarat University syllabus at both the levels.

#### 3. Direct- Indirect Speech:

The Direct –Indirect speech is prescribed at both T.Y.B. A & T.Y.B.Sc at two universities;

The Gujarat University and,The North Gujarat University.

TABLE IIIII

Comparative study of Grammar topics which are prescribed in the seven Universities of Gujarat at the T.Y.B.A and the T.Y.B.Sc

COMPARATIVE STUDY OF GRAMMAR TOPICS [T.Y]															
NO.	TOPICS	GU		SAURASHTRA UNI*		M.S.UNI**		NORTH GUJ.UNI.		VEER NARMAD SOUTH GUJ. UNI.***		BHAVNAGAR UNI.		SARDAR PATEL UNI.	
		B.A	B.SC	B.A	B.SC	B.A	B.Sc	B.A	B.SC	B.A	B.SC	B.A	B.SC	B.A	B.SC****
1	Gerund							•	•						
2	Tenses														
3	Participles							•	•						
4	Verb													•	
5	Synonyms														
6	Antonyms														
7	Modal Auxiliary							•	•						
8	Meaning							•	•						
9	Direct-Indirect Speech	•	•					•	•						
10	Voice	•	•												
11	Vocabulary	•	•												
12	Idioms														
13	Substitution												•		
14	Conjunction							•	•						
15	Infinitive							•	•						

#### IV. MAJOR FINDING

Based on the observation of the researcher and randomly collected data the researcher has found the following findings:

##### 4.1. Functionality

Some topics likes, Articles, Tenses, Preposition etc..... prescribed in the syllabi are redundant and therefore it becomes boring and monotonous for the students.

##### 4.2. Communicative aspects

Even after studying English (Compulsory) for three years, students are not able to fluently communicate in English; both in oral as well as written form of communication. Not only this, some students have to go to the spoken English classes to enhance their fluency during or after the graduation. The syllabi do not emphasize communicative aspects.

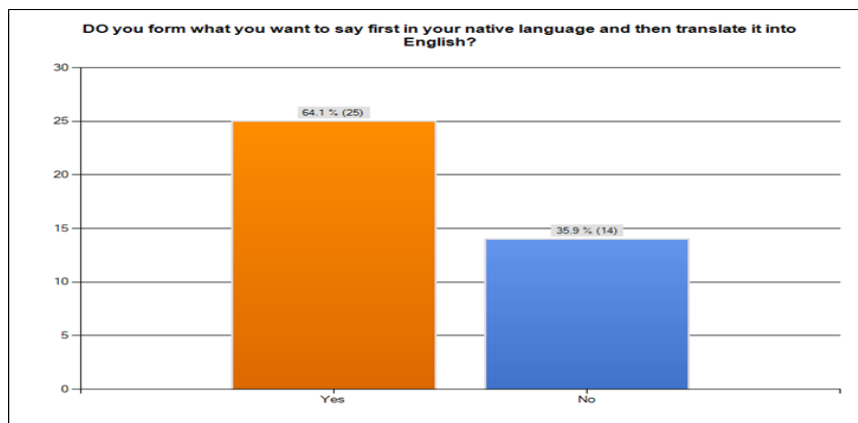
##### 4.3. Broken link between syllabi of English at 12th Standard and UG level and repetition of topics

Because of the missing link between 12th and F.Y syllabi, some topics of grammar prescribed are below the level of 12th Standard English syllabi. Hence, they cause repetition and unnecessary burden for the students. The syllabi should be graded. There should lead to more difficult tasks or usages. It does not happen. Sometimes one feels that they are easier than 12th standard.

##### 4.4. Grammar Translation Method

Syllabi of the all seven universities of Gujarat are structural in approach but in practice most of the teachers adopt Grammar Translation Method.





The question was asked to about “Do you form what you want to say first in your native language and then translate into English?” from various university of Gujarat, there 64.1% said ‘YES’ and 35.9% said ‘NO’.

4.5. During the survey it was found that English (Compulsory) subject means to score only passing marks. This is like eating fruit without digesting.

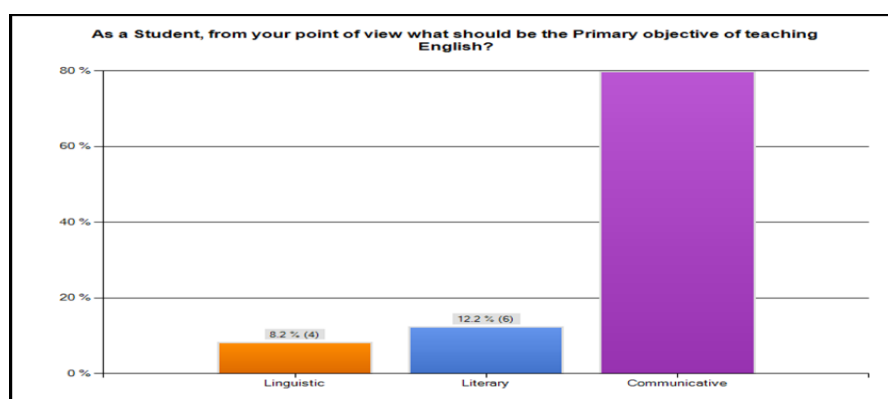
4.6. Introducing few structures in grammar and emphasis on a single skill do not create communicative competence. The text book of Grammar, Composition and Communication are less skill based and more on theoretical exercises of grammar.

## V. RECOMMENDATIONS

English language teaching in Science and Arts colleges has become a part of Syllabi for the sake of only formal education. After going through the extensive survey and analysis of all various syllabi in all universities of Gujarat, following recommendations should be taken into serious consideration.

5.1. Communicative English should be emphasized instead of Grammar teaching solely. Hence communicative exercises should be made compulsory in the examination paper.

The question was asked to about “As a student point of view what should be the primary objective of teaching English?” from the students of various university of Gujarat, there four students said, ‘Linguistic’, six students said, ‘Literary’ and, average forty students said ‘Communicative’.



5.2. Class discussion, group discussion and interaction among class students should be promoted which can help them in facing interviews and entrance exams for further vocational studies and job.

## VI. CONCLUSION

It can fairly be concluded that in most of the Universities of the Gujarat state, English is taught in Science and Arts colleges under the name of ‘Compulsory English’. The name itself signifies the present status of this language. Students accept this

subject as ‘compulsory’ hazard thrust upon them in the form of an additional burden which is not going to benefit them in career building.

Ms. Dhruvi Mehta, a student of T.Y.B.Sc, K.K.Shah Jarodwala Maninagar Science College, Gujarat University suggests, ‘just remove the word ‘compulsory’.... Students would do better in English if this word is not used’. Overall the present syllabi of arts and science colleges of a Gujarat need drastic changes. They should be communicative in nature. They should meet the requirement of the day. They should prepare the students with necessary language skills.

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