

SUBMISSION OF PROJECT REPORT

FOR

MINOR RESEARCH PROJECT

**Critical Analysis of the Objectives and Outcomes of the Compulsory English courses in
Mumbai, Pune and Solapur University**

Sbmitted to

University Grants Commission

Western Regional Office

Ganeshkhind

Pune-411007

Submitted by

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UGC- SANCTION NO: No. F. 23-1475/14 (General/ 67(WRO) XII Plan

Dated 28 July 2017

UNIVERSITY GRANTS COMMISSION

WESTERN REGIONAL OFFICE

GANESHKHIND, PUNE-411007

PROFORMA FOR SUBMISSION OF INFORMATION AT THE TIME OF SENDING THE
FINAL REPORT OF THE WORK DONE ON THE PROJECT

1. NAME AND ADDRESS OF

THE PRINCIPAL INVESTIGATOR : Mr. KapilMahadeo Kulkarni

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3. UGC APPROVAL NO. AND DATE

**: No. F. 23-1475/14(General/ 67(WRO)XII
PlanDated 28 July 2017**

4. DATE OF IMPLEMENTATION

:1st Aug.2017 to 31st Dec.2019

5. TENURE OF THE PROJECT

: Two Years

6. TOTAL GRANT ALLOCATED : Rs. 50,000/-

7. TOTAL GRANT RECEIVED

: Rs. 40.000/-

8. FINAL EXPENDITURE

: Rs. 40265/-

9. TITLE OF THE PROJECT

: "Critical Analysis of the Objectives and

**Outcomes of the Compulsory English
courses in Mumbai, Pune and Solapur
University"**

10. OBJECTIVES OF THE PROJECT :

1. To compare and contrast the syllabi of compulsory English courses in the selected universities
2. To analyze the objectives of the compulsory English courses in the selected universities
3. To evaluate the outcome of such courses in terms of the students' performance in specially designed tasks
4. To form a conclusion on the basis of analysis of the students' performance

11. WHETHER OBJECTIVES WERE ACHIEVED

(GIVE DETAILS)

: Yes, all the objectives have been achieved

1. The syllabi of the compulsory English courses in the selected universities have been analysed
2. The objectives of the compulsory English Courses in the select universities have been analysed with a view to find similarities and differences in the formation of syllabus and defining the objectives
3. Through the interaction with students and teachers of selected colleges of these universities, it is decide to what extent the objectives are fulfilled.
4. Conclusions about the overall attempts for students' communicative abilities through Compulsory English Courses have been drawn.

12. ACHIEVEMENTS FROM THE PROJECT:

1. The critical analysis of the objectives and outcomes of the Compulsory English Courses has been done successfully.
2. This has helped in understanding the changing nature of Compulsory English courses across the selected universities.
3. The various ways of the universities to realize the objectives of the Compulsory English courses through the prescribed textbooks and activities show that these are the possible ways of inculcating communicative abilities among the students.

13. SUMMARY OF THE FINDINGS:

This study provides findings about the objectives and outcomes of the compulsory English courses in the select universities from Maharashtra. The overall study shows that the four basic language skills viz. Listening, Speaking, Reading and Writing are given prime importance while designing the compulsory English courses. Keeping in mind the changing demands of the global market and the rapid development in the field of information technology, the study of the new set of language and communication skills has been incorporated in the syllabi of the compulsory English courses. Some universities do it through the direct study of the skills, whereas, the other attempt to achieve this through the introduction of some literary works. The overall conclusion of the research is that, though the syllabi of the compulsory English courses across the select universities are skill oriented, some attempts must be made to introduce more content on soft skills and leadership qualities.

14. CONTRIBUTION TO THE SOCIETY:

The findings of the research work can contribute to the society to a large extent. The inclusion of soft skills and other important recommendations towards the conclusion of the research work can prove to be very useful for the next generation of students. This has also helped in a better understanding of the nature of the Current syllabi of the compulsory English Courses and the required changes in them.

15. WHETHER ANY PH.D. ENROLLED/PRODUCED

OUT OF THE PROJECT : NO

16. NO. OF PUBLICATIONS OUT OF THE PROJECT :NIL

Sd/-

Sd/-

(PRINCIPAL INVESTIGATOR) (PRINCIPAL)

**“Critical Analysis of the
Objectives and Outcomes of the
Compulsory English courses in Mumbai, Pune and Solapur University”**

Principal Investigator:

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Janata ShikshanMandals’

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Certificate

It is certified that the project report submitted by Mr. KapilMahadeo Kulkarni entitled **“Critical Analysis of the Objectives and Outcomes of the Compulsory English courses in Mumbai, Pune and Solapur University”** under the Minor Research Project Scheme of the University Grants Commission, represents the research work carried out by him at the Department of English at J. S. M. College, Alibag- Raigad during theacademic years 2017-2019.

He has completed his research project andalso submitted the statement of expenditure towards the research grant received from the University Grants Commission.

Place: Alibag

Date: 1st Dec. 2019.Sd/-

Principal

J.S.M.College, Alibag

ACKNOWLEDGEMENTS

I am sincerely grateful to the University Grants Commission for sanctioning me the Research project and giving me the opportunity to work on this project. I express a deep debt of gratitude to Honourable Mr. Sanjay Datta Patil, Chairman and Mr. Ajit Shah, Secretary, Janata Shikshan Mandal, Alibag for permitting me to conduct the research at J. S. M. College, Alibag and for their support from time to time. I am grateful to Dr. Anil K. Patil, Principal J. S. M. College, Alibag for forwarding my research proposal to the UGC and for guiding me to complete the research work successfully. I also thank In-charge Principal Prof. Avinash Oak and Prof. Dr. N.N. Shere for their continued support and cooperation during my research work. I sincerely thank Mr. M.S. Suryawanshi, Head of the Department of English, and my colleague Dr. P. B. Gaikwad, Assistant Professor, J.S.M. College, Alibag for their cooperation in the research work from time to time. My special thanks are due to Mr. Gabaji Gite, Office Suptd., Mr. Rajendra Shelar, Head clerk and all other administrative staff members of J. S. M. College, Alibag for their kind cooperation rendered by them during the research period. I would also like to put on record my indebtedness to all the following eminent teachers engaged in the teaching of English in different colleges, who helped me with their valuable inputs and suggestions- Prof. Dr. Samadhan Pawar, Prof. Anmulwar, Prof. S. L. Gove and Prof. N. D. Bedare.

I will take this opportunity to thank my family members for their support and encouragement, and for their moral support and help rendered during my research work.

Sd/-

Mr. Kapil Mahadeo Kulkarni

“Critical Analysis of the Objectives and Outcomes of the Compulsory English courses in Mumbai, Pune and Solapur University”

Introduction:

With the accelerated speed of globalization after the 1990s, and the rapid development and inventions in the field of electronics, communication has changed its role and nature during the last three decades. The ability to communicate with an international audience without creating any hindrances has become the need of the hour. These changes in the field of science and technology, economics and other walks of life are well reflected in the contemporary educational system. Higher Education Institutes (HEIs) aim at providing their students with the indispensable language skills to enable them to survive in the globalised work culture. Through the tools of curriculum designing and syllabus formation, universities attempt to incorporate the basic training of communicative ability to the graduates through the Compulsory English Courses. The present research proposes to analyze the Compulsory English Courses in the select universities of Maharashtra in terms of the objectives and outcomes and how they are reflected in the syllabi of the respective universities.

Statement of the Problem:

During the last decades of the twentieth century and the first twenty years of the twenty first century, tremendous changes have taken place in the higher education system worldwide. The shift from knowledge- based curriculum to skill- based curriculum has taken place owing to the demands of the globalised world. It has been the primary goal of Higher Education Institutes (HEIs) to equip graduates with necessary skills to enable them to work and deal with a global workforce. This has also created the need to train the students in necessary soft skills and communicative abilities to ensure that ‘ease to do businesses’ is developed among them for their future endeavours. Graduates of any stream, in the modern age, should have the basic knowledge of the communication process and must be able to communicate effectively in the various situations. They should be internationally intelligible when they use the four basic language skills viz. listening, speaking, reading and writing. However, these language skills should be

imparted to them in the context of the new age demands. IHEs attempt to provide these basic skills and training to their students through the incorporation of 'Compulsory English' courses, at the undergraduate level syllabi in almost all the programmes. Here, English is taught as a link language, keeping in mind the changing demands owing to technological developments.

The present research proposes to analyse the objectives and outcomes of the Compulsory English Courses in different programmes of University of Mumbai, SavitribaiPhule Pune University and PunyashlokAhilyadeviHolkar Solapur University, Solapur. Attempts will be made to analyse how these objectives and outcomes are reflected in the modules through which students are trained in these skills.

Objectives of the Study:

1. To compare and contrast the syllabi of compulsory English courses in the selected universities
2. To analyze the objectives of the compulsory English courses in the selected universities
3. To evaluate the outcome of such courses in terms of the students' performance in specially designed tasks
4. To form a conclusion on the basis of analysis of the students' performance

Discussion:

The University of Mumbai, one of the oldest and premiere Higher Education Institutes (HEIs), not only in Maharashtra but at the national level, has always been trying to keep itself abreast with the new developments in the world of science and technology, communication and business. Through the syllabi of most of the graduation programmes, importance is given to the development of basic language skills among the students. This is done through the 'Compulsory English' course prescribed in the first year of the programme in most of the cases. The F.Y.B.A Compulsory English course entitled 'Communicative Skills in English' aims at enhancing the language proficiency of the students by providing adequate exposure to reading and writing skills. It also proposes to orient the learners towards the functional aspects of language and increase the range of lexical resource. These objectives are well reflected in the

syllabus which contains units on basic grammar, reading skills, writing skills, interpretation of technical data, essay writing, vocabulary building, editing, summarizing, e-mail writing and report writing etc. For advanced learners, a unit on creative writing is also included in the syllabus. Tutorial activities like group discussion, mock interviews, debates, speeches, book reviews, vocabulary/language games, twits are designed to enhance the exposure of students to the actual/ real time use of language. The progress of the students is evaluated through the written examination at the end of both the semesters.

The course Business Communication is a compulsory paper for F.Y.B.Com and First year BMS students. The emphasis here is on providing the students with the basic knowledge of the communication process. The objectives of the course are to enable the students to understand communication in domestic and international business situations, customs and practices of communication. The syllabus of the course has also components like barriers to communication, structuring of communication, verbal and non-verbal communication, writing e-mails, handling conflicts, report and analysis writing, research methodology, presentations of different types, group communication like interviews, meeting, conferences and public relations, business correspondence of different types along with necessary discussion of summary and technical writing. Through these modules the university attempts to equip the students with necessary communication skills useful in their professional life in future.

For the faculty of engineering, the First year engineering programme contains the course 'Professional Communication and Ethics-I' during the second semester, with the basic objectives to enable the students to understand the basic concepts of communication and enable them to use the basic language skills effectively. Along with the basic theory of communication, the syllabus contains various modules on grammar, verbal aptitude, reading and writing skills, paraphrasing, referencing styles, business correspondence, e-mail writing, technical writing etc. The course also includes the basic training in personality development and social etiquettes necessary for the students in their future professional and business endeavours.

SavitribaiPhule Pune University is also one of the leading Higher Education

Institutes (HEIs) in India, Pune being popularly known as the Alma matter of learning. An analysis of the compulsory English courses prescribed for different programmes, shows the attempts of the university authorities to inculcate the basic language skills among the students keeping in mind the requirements resulting from the drastic changes taking place in the world around.

For the Bachelor of Arts programme with any specialization, students have to take the Compulsory English paper every year. The F.Y.B.A. Compulsory English syllabus aims at exposing the students to the best examples of prose and poetry in English to make the students realize the beauty of the communicative power of the English language. It also proposes to inculcate human values among the students along with developing the ability to appreciate ideas. One more objective of the syllabus is to enhance the employability of the students. To realize these objectives, a collection of select prose and poetry, in addition to grammar and communication skills, is prescribed in the syllabus for both the semesters. The students' achievement is evaluated on the basis of internal evaluation, mid-semester exam and practical work (30%) and term end written exam.

The S.Y.B.A. Compulsory English paper aims at developing competence among the students for self learning as well as at familiarizing the students with excellent pieces of prose and poetry in order to develop their interest in reading literary pieces. Further objectives of the paper are to expose the students to native cultural experiences and to develop overall linguistic competence. The syllabus comprises of literary components- prose and poetry, and language components- vocabulary, grammar and written communication. To a large extent, the modules in the syllabus are in line with the objectives and the evaluation is based on the students' achievement in the written examination.

The T.Y.B.A. Compulsory English syllabus of the university sets the objectives as introducing the students to the best uses of language in literature, familiarizing students with the communicative power of English, enabling students to become competent users of English and contributing to the overall personality development of the students. The syllabus contains literature components as well as language components. The

literature component consists of select prose and poetic pieces, whereas the language component focuses on grammar, communication skills and soft skills. The final year students are, thus, equipped with the basic communication skills. The evaluation of the students' achievement is done through written examination.

In the Punyashlok Ahilyadevi Holkar Solapur University, Solapur, Compulsory English Courses are prescribed for all the three years of Bachelor of Arts programmes. The syllabi consist of literary and grammar components through which the basic language skills of the students are developed. Compulsory English courses are also prescribed for the first year students of engineering programmes and also for commerce and management programmes. Here the focus is on the development of the communicative abilities of the students.

Conclusion:

This study provides findings about the objectives and outcomes of the compulsory English courses in the select universities from Maharashtra. The overall study shows that the four basic language skills viz. Listening, Speaking, Reading and Writing are given prime importance while designing the compulsory English courses. Keeping in mind the changing demands of the global market and the rapid development in the field of information technology, the study of the new set of language and communication skills has been incorporated in the syllabi of the compulsory English courses. Some universities do it through the direct study of the skills, whereas, the other attempt to achieve this through the introduction of some literary works. The overall conclusion of the research is that, though the syllabi of the compulsory English courses across the select universities are skill oriented, some attempts must be made to introduce more content on soft skills and leadership

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