



ગુજરાતી સાહિત્ય અકાદમી  
Gujarati Literary Academy

## SYLLABUS FOR TEACHING GUJARATI LANGUAGE

### **INTRODUCTION:**

This syllabus has been prepared as a guide line for teaching Gujarati to a person who has little or no knowledge of the language. It is hoped that it will provide an outline of teaching and learning objectives for the growing number of descendants of Gujarati émigrés in Europe and North America. Most of them, being born and brought up in the countries of their parents' choice, have very little knowledge of Gujarati language and culture. Whatever knowledge of spoken Gujarati they have inherited from their parents tend to be colloquial. Hence, for all practical purposes they have to learn Gujarati as a second language in a linguistic and cultural environment dominated by another language.

A curriculum based on this syllabus can adopt either of the following two alternative approaches to the initial teaching:

1. Teaching the Gujarati script and simple verbal ability, progressing to move advanced stages with the help of graded readers planned to achieve the learning objectives set out by stages in the syllabus. This approach is ideally suitable for younger learners in a classroom situation or where personal teaching is possible.
2. Use of International Phonetic Script or modified Roman Script and introduction of simple forms of the language by adopting a situational curriculum; then having reached a certain degree of proficiency in the spoken language, a gradual introduction of the Gujarati script while still continuing to learn the structure and vocabulary of Gujarati. This is a possible approach for teaching adults with post-school education and also when learning is mainly by self-taught method.

### **PREFACE:**

This syllabus has been prepared to provide a guideline for teaching Gujarati to individuals who have little or no knowledge of the language. It is hoped that it will prove useful for creating an appropriate curriculum for teaching Gujarati in a linguistic and cultural environment dominated by another language, such as English in Britain and the United States of America.

### **SYLLABUS:**

#### **GENERAL OBJECTIVE:**

On completion of a course of study based on this syllabus, a student should be able to speak, comprehend the written and spoken communications and express his thoughts in written form in Gujarati as spoken and written by educated natives of Gujarat State in India.

This syllabus is divided into four parts. Each part defines the stages of achievement in learning. The time scale for achievement of learning objectives at each stage will be determined by the age group of the students, methods and materials used for teaching amount of time devoted per week for learning activities. As this syllabus is drafted as general guideline, the course organisers will have to develop their own system learning activities according to time and technology available for the students of specific age groups attending the course.

#### **STAGE I:**

Learning Objectives at this stage can conveniently be divided into three sub-groups:

[A] Oral work- ability to pronounce, recite and describe in simple forms,

[B] Reading simple printed material in Gujarati,

[C] Writing simple and short sentences by the end of this stage.

Attainment of sub-group [A] will require considerable amount of speech training with the help of spoken and recorded material. Sub-groups [B] and [C] will be achieved through gradual teaching of Gujarati alphabets throughout the period devoted to Stage I.

On completing this Stage, the student should have achieved the following abilities:

1. to correctly pronounce simple Gujarati words,
2. to describe in simple present tense objects and day to day events using words relating to family and relations, home and house-hold goods, school, shops, food, games, animals, greetings, farewell, names of days in the week, names of the months, etc.,
3. to be able to use personal pronouns, demonstrative and interrogative pronouns and use of gender, numbers and cases without the painful process of rigorous learning of grammar.
4. to use simple adjectives, adverbs and conjunctions in proper context as part of cultivating ability to describe,
5. to start numbers in Gujarati.

[As an approximate assessment, this stage can be completed in one full academic year by pupils of 11 plus age groups in a secondary school devoting 4 to 6 hours a week of class-room work. Adults would probably require less time.]

## **STAGE II:**

Oral work, reading and writing begun and completed at Stage I should be continued to achieve learning objectives laid down for this Stage.

### *LEARNING OBJECTIVES:*

On completing this Stage, the student should be able to:

1. read and speak more advanced material involving pronunciation of conjunct consonants
2. construct sentences using simple present tense in indicative, imperative and interrogative moods in positive and negative forms,
3. make statements in simple future tense,
4. use perfect present tense, simple, perfect and continuous past tense, perfect and continuous future tense,
5. use more advanced vocabulary to describe objects and events beyond the home environment, such as recreation, theatre, films, occupations, weather, seasons, cuisine, festivals, travel, etc.,
6. write short essays and letters. [Exercises in simple translation from English, if applicable - particularly for higher age groups.]

[The same approximate time scale is envisaged for this Stage as for Stage I above. Grammatical forms described above are expected to be taught gradually with the help of graded examples of Gujarati Prose. Formal teaching of grammar is not necessary.]

## **STAGE III:**

### *LEARNING OBJECTIVES:*

On completing this Stage, the students should have attained ability to:

1. use present, past and future participles and nouns derived from verbs,

2. use prepositions, construct sentences of compound and complex structure and use comparative and superlative degrees,
3. construct sentences in conditional, subjunctive and potential moods and use auxiliary verbs,
4. use more enlarged vocabulary including words describing history, traditions, religions and geographical features of Gujarati Culture,
5. write essays on day to day experiences,
6. write personal and business letters
7. translate from other languages known [i.e. English in our context].

[Approximate time scale same as the previous two Stages. A student who has completed all the three Stages can confidently attempt a GCSE Examination.]

#### **STAGE IV:**

This is the final Stage of Learning during which the student should be helped to attain refinements in their knowledge of Gujarati language and culture so that they can pursue on their own further study of the language and its literature.

#### *LEARNING OBJECTIVES:*

On completing this Stage, the student should be able to:

1. read and comprehend literary prose, appreciate poetry and Gujarati cultural heritage,
2. show a mastery of grammatical forms learnt in the previous three Stages,
3. correctly use idioms and proverbs,
4. use vocabulary consisting of words relating to business, political and social affairs, words denoting abstract ideas and philosophical concepts,
5. write letters and essays covering wider areas of knowledge and affairs of mankind.

[Objectives stated above can be appropriately achieved by adopting a suitable collection of literary writings published for the pre-University courses in Gujarati for students in Gujarat and Maharashtra or the Academy's Gujarati Bhasha Pravesh part IV. All stage IV learning objectives can be completed in one academic year, devoting approximately 4 to 6 hours a week.]

**Former President Popatlal S Jariwala**

**24 May 1984**