CHAPTER-I
INTRODUCTION

1.1. Rise and Spread of English in India

Before 1813, Missionaries and various religious groups had brought some basic education non-officially to the Indian masses, but it was through the Charter Act of 1813 that a state system of education was officially introduced in Indian history. The purpose of the Missionaries was to “convert” and to meet the educational needs of the “converted” and to train up Indian helpers in these activities. Earlier, the East India Company did not consider it to be their duty to educate the Indians. However, the missionaries used a few Indians at the expense of the Company to propagate Christianity among the Indian natives. “After 1765, when the Company became a political power in India, its educational policy underwent a change. . . . The Company wanted to educate sons of influential Indians for higher posts under Government and thereby win confidence of the upper classes and consolidate its rule in India.” (Naik and Nurulla 36). In the last part of the 18th century, the Company started to discourage the Missionaries, their schools and their teachings; because they felt that the education from the missionaries would encourage the religious sentiments among the people in India which could affect the business policy and the diplomatic role of the Company. The Company wanted to have an image of religious neutrality.

In England, Charles Grant and others advocated for the revival of the missionary spirit and to send the missionaries to India in order to promote “secular learning”. The resolution 13 of the Charter Act of 1813 resolved that “it is the duty of this country to promote the interests and happiness of the native inhabitants of the British dominations in India, that measure ought to be adopted as may tend to the
introduction among them of useful knowledge and normal improvement. That in
furtherance of the above objects, sufficient facilities shall be afforded by law to
persons desirous of going to or remaining in India for the purpose of accomplishing
these benevolent designs.” (qtd. in Ramachandran and Ramkumar 58). Further the
Clause 43 of the Charter said- “It shall be lawful for the Governor-General-in-Council
to direct that out of any surplus which may remain of the rents, revenues, and profits
arising from the said territorial acquisition, after defraying the expenses of the
military, civil and commercial establishments and paying the interest of the debt in
manner hereinafter provided, a sum of not less than one lac of rupees each year shall
be set apart for the revival and improvement of literature and encouragement of the
learned natives of India, and for the introduction and promotion of a knowledge of the
science among the inhabitants of the British territories in India” (qtd. in Saikia 9).
Thus the Charter Act of 1813 compelled the East India Company to shoulder
responsibility for the education of the Indian people. As a result, many schools and
colleges were established in different corners of the country which finally laid the
foundation of the English education system in India. Saikia observes- “Since the
Educational Clause of the Charter made it obligatory on the part of the East India
Company to spread education in India, it laid the foundation of a State System of
Education in India” (9). But the Charter Act of 1813 neither clearly stated the
objectives of education in India nor it prescribed any method to be followed for
"introduction and promotion of knowledge of the Indians". Therefore, controversies
aroused regarding the issues like medium of instruction. Three different schools of
thought came up with three different views. The first school advocated for Sanskrit
and Arabic studies. The second school believed in encouraging education through
modern Indian languages. The third school, consisted mainly of the young officials in
the employment of the company and a few reformers like Raja Ram Mohan Roy of Bengal, was in favour of spreading western culture and learning through the medium of English.

In 1823, the General Committee of Public Instruction was formed and Lord T. B. Macaulay was appointed as the president of the committee. The committee at first spent the major portion of the grant for oriental education, but soon it faced opposition of the Anglicists. The Court Directors of the Company asked the Government of India to settle the dispute. Lord Macaulay then, in his capacity as Law member wrote a minute on the 2nd February of 1835, where he stated:

We must at present do our best to form a class who may be interpreters between us and the millions whom we govern- a class of persons, Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects in terms of science borrowed from the western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population. It may be that the public mind of India may expand under our system until it has outgrown that system; that by good government we may educate our subjects into capacity for better government; that having become instructed in European knowledge they may in some future age demand European institutions. Whether such day will ever come, I know not. But never will I attempt to avert it or retard it. Whenever it comes it will be the proudest day in English history. (qtd. in Saikia 15)

Lord Macaulay also argued that the word “literature” mentioned in the Charter of 1813 referred to English literature, therefore the promotion of the knowledge of science should be accomplished only through English as the medium of instruction.
1. A separate department of education should be created in each province under a Director of Public Instruction.

2. Universities should be established in the presidency towns.

3. Training Institutions should be established for the training of teachers of all classes of schools.

4. New middle schools should be established.

5. Vernacular, indigenous and other types of schools for the spread of elementary education should receive increased attention from the government.

6. The system of grant-in-aid should be introduced and it should be based on principle of perfect religious neutrality.

7. Useful and practical subjects should be included in the school curriculum.

8. English is to be taught whenever there is demand for it, but it should not be substituted for the vernacular languages of the country.

9. Female education should receive frank and cordial support from the government.

10. In making appointments to the government services a person who has received a good education is to be preferred to one who has not.

(Saikia 21-22)

Till 1937, English continued as a medium of instruction in the educational institutions. But having been inspired by the nationalist forces like Swadeshi Movement, Indian people adopted the vernacular languages as medium of instruction in some schools. But even after the British had left India, none of the major Indian languages acquired the status of being the lingua franca of the nation. According to the provisions made by the constitution of India, Hindi was declared as the official
language of the Union along with English which was supposed to be continued for next 15 years.

In the academic field also, all the Education Commissions appointed after India’s independence have laid stress on the use of Indian languages as media of instruction at different stages of education, recommending at the same time, the study of English as an international link language and as library language. University Education Commission of 1948-49 suggested that for the medium of instruction for higher education, English should be replaced as early as practicable by an Indian language which could be not be Sanskrit on account of vital difficulties. Moreover, English should to be studied in high school and in the university so that we may keep in touch with the living stream of ever-growing knowledge. The Secondary Education Commission of 1952-53 suggested that the curricula of the higher secondary course should include three languages- mother tongue, Hindi and English. The children, whose mother tongue was Hindi, were to study a modern Indian language other than Hindi. The Kothari Commission and the Education Policy of 1968 also emphasized the “Three Language Formula” which included Hindi, the regional language and English in the curriculum.

1.2. Rise and Spread of English in Assam

Major Jenkins took initiation in spreading English education in Assam. He believed that in a backward province like Assam the education should be a state’s responsibility. Therefore Jenkins sent a letter to the Government of India on 21st June 1834, demanding to establish English medium schools at the Sadar stations- Goalpara, Guwahati, Nagaon, Darrang and Biswanath. He also suggested sending some Assamese young men to Calcutta for necessary training. Following the instruction of
Jenkins the General Committee on Public Instruction gave recommendation for the establishment of the English school at Guwahati in June, 1835 and in the following month Mr. Singer was appointed as its headmaster on a salary of one hundred and fifty rupees per month. The school started with an enrolment of fifty eight students. As this new education opened immense job opportunities to the youth, the higher classes not only showed their interest in it, they also became patrons of this education. This new story of success led to the establishment of a number of branch schools around Guwahati at Pandu, Kamakhya, Beltola, Amingaon and North Guwahati.

In 1874, Assam was separated from the Bengal Presidency and a separate Department of Education was created and an Inspector of Schools was appointed. In 1941, on the basis of the Lord William Bantink’s resolution of 1835, a school was established at Sibsagar to spread western literature and science. Some Assamese young men educated in English schools were also appointed in the Company’s offices and this considerably encouraged the people to take English education. To meet the growing demand, the Company had opened some more schools. In 1841, the number of students attending such schools became more than six hundred. (Saikia 90)

In the post-independent period there was a considerable increase in the number of high schools and higher secondary schools in Assam. “Prior to 1962, Secondary education was dually controlled, by the Gauhati University and by the Department of Education of the Government of Assam. The University was concerned with the academic side, while the Government with the administrative side. The arrangement was found to be defective and in 1962, the Secondary Education Board of Assam was created.” (Saikia 91)

Earlier in the schools of Assam, Assamese was taught right from the beginning, while English was introduced at class V. Thereafter, under Axom Sarba
Siksha Abhijan, English was introduced at class III, while Hindi was introduced at class V. On the other hand, in case of private Assamese medium schools like Sankardev Sisu Niketans and Jatiya Vidyalayas, Assamese is taught from the pre-primary classes while both English and Hindi are introduced at class I. In these schools, Sanskrit is also taught from class II. All these four languages are treated as compulsory subject up to class VII, while both Hindi and Sanskrit are treated as optional subject after class VIII. In English medium schools, English is taught from the pre-primary classes, while Assamese and Hindi are taught from class I. Recently, the Government of Assam has also introduced English right from the Ka-shreni (pre-primary class) in all Assamese medium schools under Axom Sarba Siksha Abhijan.

1.3. Present Education System of Assam

On the basis of medium of instruction, schools of Assam can be divided into two main groups- regional medium schools and English medium schools. Among the regional medium schools, majority of the schools are Assamese medium schools. Assamese can be opted as the medium of instruction up to the undergraduate level, while at the master’s degree level, with the exception of the language subjects, English is the only medium of instruction. Moreover, English is considered as a compulsory subject up to the undergraduate level. In most Assamese medium schools and colleges, English is taught with the help of the mother tongue of the students.

Nowadays, Axom Sarba Siksha Abhijan provides free education in government aided schools up to class VIII. Thereafter up to the High School Leaving Certificate examination (class X), education is under the control of Secondary Board of Education, Assam (SEBA). 10+2 level comes under Assam Higher Secondary Education Council (AHSEC), while the degree colleges are affiliated to the different
affiliating universities of the state. From earlier times all English medium schools have been private schools, while in last few years many Assamese medium private schools have been established in different corners of the state and their numbers are swelling day by day. On the other hand, most of the government aided schools were once private in the sense that they were established by some local people in order to educate the students of their locality and those venture schools had sought government’s affiliation and later some of them were undertaken by the government of Assam. The process is going on and even today there are many venture schools in the state. But in context of the present study, private schools refer only to those schools which are not seeking any government aid. Neither they abide by the government holiday list, nor do they follow the government rules and regulations strictly. To a great extent, they are guided by their own rules and regulations. Up to class VII these private schools adopt a comparatively vast syllabus with two or three more subjects than that of government schools. They have fewer holidays and more working hours in comparison to the government schools. On the other hand, the admission fee and the monthly tuition fee of those schools are quite high (as it has already been mentioned, in government schools, education is provided free of cost up to class VIII). Therefore, the private schools are not affordable to all.

In English medium schools, there are two classes prior to class I- Nursery and KG, similarly the private Assamese medium schools have two classes prior to class I (most of the schools term them as Ankur and Mukul), while schools under Axom Sarba Siksha Abhiyan has only one class, viz. Ka-shreni before class I. Some private schools use their own nomenclature for their different classes.
1.4. Place of English in School Curriculum

English which serves as the common medium for political, historical and scientific thought for the people of the world, has found a place of importance in the school curriculum. The Secondary Education Commission of 1952-53 gave emphasis on the retention of English in school curriculum as it was thought that the English language and literature would help in bringing unity in the political and other spheres of activity in India. The Indian Education Commission of 1964-66 also recommended the continuance of English in the interest of national integration or for higher academic works. The three-language formula, first suggested by the National Integration Commission of 1962 and later recommended by the Indian Education Commission of 1964-66, envisages compulsory study of English either as second language or as third language for a duration of six years or three years respectively in non-Hindi-speaking areas, as second language of six years' duration in Hindi-speaking areas. The first language is to be taught from class I to class IX and the second and the third languages are to be introduced in class V and class VIII respectively. In Hindi-speaking areas the third language should be a modern Indian language other than Hindi. The mother-tongue or regional language should be the medium of instruction at all levels of education (Baruah 7). Even when different education commissions and committees at different times recommended the adoption of the mother tongue or the regional language as medium of instruction, English finds its due place in the curriculum. Though Gauhati and Dibrugarh Universities of Assam offer Assamese as medium of instruction up to the undergraduate level, they have retained English as a compulsory subject of study up to this level.
1.5. Present English Syllabi of Class IX and X under SEBA

The Assamese medium schools of Assam can be broadly divided into two groups: the first group of schools follow the education pattern of *Axom Sarba Siksha Abhijan*, while the second group of schools follow their own curriculum designed by their own affiliating board. The first group is consisted of both government as well as private schools, while the second group is consisted of the private schools only. In both schools, nowadays English is treated as a compulsory subject right from the beginning. Though different schools adopt different syllabi depending upon their affiliating boards, at the secondary school level (class IX and X), all Assamese medium schools including some English medium schools who are affiliated to the Board of Secondary Education, Assam (SEBA) have to follow the same syllabus, therefore the same textbooks. In the HSLC examination also all those students have to answer the same question paper. A detail discussion of the English syllabi of class IX and X of the Assamese medium schools of Assam are mentioned below:

**Class IX**

Text Book: *New English Reader* (for Class IX)

Prepared by: The Board of Secondary Education, Assam, Guwahati- 781001

Published by: Assam State Textbook Production and Publication Corporation Limited, Guwahati- 781001

First publication: 2008

Second publication: 2009
### Table-1: The English Syllabus of Class IX

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Lesson</th>
<th>Half Yearly</th>
<th>Annual</th>
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<tbody>
<tr>
<td>1</td>
<td>From Anne Frank: The Diary of a Young Girl</td>
<td>12</td>
<td>10</td>
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<tr>
<td>2</td>
<td>The Lesson of History</td>
<td>11</td>
<td></td>
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<tr>
<td>3</td>
<td>In the Grip of Prejudice</td>
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<td>10</td>
</tr>
<tr>
<td>4</td>
<td>The Need of Etiquette</td>
<td>12</td>
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<tr>
<td>5</td>
<td>Albert Schweitzer</td>
<td>-</td>
<td>5</td>
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<tr>
<td>6</td>
<td>The Character of a Happy Life</td>
<td>6</td>
<td>6</td>
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<tr>
<td>7</td>
<td>The Poison Tree</td>
<td>-</td>
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<tr>
<td>8</td>
<td>Stopping by Woods on a Snowy Evening</td>
<td>6</td>
<td>6</td>
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<tr>
<td>9</td>
<td>The Miller of the Dee</td>
<td>-</td>
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<tr>
<td>10</td>
<td>How much Land does a Man Need?</td>
<td>8</td>
<td>5</td>
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<tr>
<td>11</td>
<td>A Birthday Party</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>Determiners-2, Preposition-2, Verb forms-3,</td>
<td>25</td>
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<td>Direct and Indirect Narration-2, Voice-2,</td>
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<tr>
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<td>Question Patterns-3, Sentence Patterns-3,</td>
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<td></td>
<td>Synthesis of Sentences-3, Sentence Correction-3,</td>
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<td></td>
<td>Vocabulary-2</td>
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</table>
New English Reader for class IX of the Board of Secondary Education, Assam, has been designed to achieve the following goals:

- Attainment of proficiency in the language to enable learners to read a variety of texts with comprehension.
- Enabling learners to perform a variety of writing activities through controlled and guided texts.
- Developing a communicative competence so as to enable learners to use language orally appropriate to a given social context or situation.

The course introduces learners to a variety of reading texts to provide a rich reading experience. It includes:

- A diary entry of Anne Frank which provides a deeply moving and unforgettable experience of Anne,
- A letter from Jawaharlal Nehru to his daughter Indira to provide her lesson on history,
- Stories from across the globe,
- Informative texts dealing with social behaviour like etiquette,
- An interesting biographical account of Albert Schweitzer.

The course also includes a sparkling selection of traditional all-time favourite poems like “Character of Happy Life”, “The Miller of the Dee”, “A Poison Tree”, and more recent poems like “Stopping by Woods in a Snowy Evening” which are intend to develop literary appreciation.

The reading texts included in the Reader are meant for both intensive and extensive reading skill development. Intensive reading is generally defined as reading for information. It involves an understanding of the main idea as well as the specific details that are related to the text, i.e. global and local comprehension. A global comprehension question requires learners to demonstrate their understanding of a passage as a whole or a fairly large part of it. Thus global comprehension generally focuses on the main gist or idea of a passage or a poem.

A local comprehension question requires learners to show how well they have understood specific details that have either been mentioned explicitly in the passage or that need to be inferred from information available in the passage.

**Extensive reading:** Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, to encourage a liking for reading. Texts like “How much Land does a Man Need?” and “Birthday Party” are selected not only for distinctive linguistic features, but because they promote reading. This is in line with the principle that language is developed in the course of reading itself. For achieving this objective, the text must be interesting enough for the learner to want to read it. ... In extensive reading also, comprehension questions are main tools by which we find out how well the learner has understood the text. Such questions are meant to demonstrate a global understanding of the text.
**Teaching Poetry:** Teachers will introduce the theme of the poem by a general class discussion. The following teacher's activities are generally helpful in teaching a poem-

- Reading the poem aloud after instructing the learners to keep their Readers shut followed by asking a question or two to help them recall words, phrases and whole lines from the poem.
- Asking a few learners to read the poem.
- Discussing the content, the structure and style of the poem using the comprehension questions provided in the Reader.
- Asking learners to bring a thematically similar poem either in English or in their first language.
- Preceding the writing activities by discussion.

**Teaching Writing:** Writing at this level stresses upon the learners' ability to do the following things-

a) Express ideas in correct sentences by using correct spelling, punctuation marks and capital letters.

b) Organize ideas logically by using suitable linkers.

c) Use English for functional purposes such as-

- Reporting an event or an incident
- Writing a paragraph
- Describing an object, a scene, an incident or an experience
- Writing short and simple messages, circulars, advertisements for a newspaper
- Writing letters for purposes like asking for things, expressing a point of view, congratulating, apologizing, thanking, requesting etc.
Oral English: The unit on oral English, which forms part of this course, aims at developing the learners' speech skills so that they can participate effectively in oral communication in English. It is expected that the course will enable them to acquire the strategies for interpersonal communication in English. It is expected that the course will enable them to acquire the strategies for interpersonal communication in English. It implies that learners will be able to-

- Use proper pronunciation, stress and intonation
- Use appropriate words, phrases and sentences
- Use appropriate pauses in speech
- Use varied types of sentences
- Present ideas in proper sequence
- Have reasonable speed and flow in speech, suited to the situation
- Use conventional greetings and models of address.

As speaking presupposes listening, the lessons attempt to enhance the learners' listening skill. The course requires learner-centred activities having frequent and lively interaction among teachers and students and among students in pair work and group work activities. The teacher will act as a facilitator to stimulate learners' responses. There should be ample scope for listening to the teacher before the actual production of words and sentences by the learners. Audio cassettes providing speech practice will be used as and when practicable, but the main focus will be on presentation by the teacher, performance by the learners and consolidation through pair work and group work.

There will be evaluation of performance of the learners at the end of each lesson through individual oral performance which could include an ability to form meaningful utterances in an appropriate context besides demonstrating an ability to-
• Listen to a conversation/talk/reading of a short passage at normal speech rate and then write down the relevant or main points and answer the given questions through objective tests.

• Read announcements, news-items, notices etc. in proper stress, rhythm and intonation.

• Participate in extempore speech contests in English.

• Engage themselves in conversation through role play in a variety of situations.

Class X

Text Book: *New English Reader* (for Class X)

Prepared by: The Board of Secondary Education, Assam, Guwahati- 21

Published by: Assam State Textbook Production and Publication Corporation Limited, Guwahati- 781001

First publication: 2009

**Table-2: The English Syllabus of Class X**

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<th>Sl. No</th>
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<td>SA</td>
<td>VSA</td>
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<td>1</td>
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<td>A Child Speaks</td>
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<td>The Ant Community</td>
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<td>The Cabuliwallah</td>
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<td>7a</td>
<td>Grammar</td>
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<td>7b</td>
<td>Composition</td>
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<tr>
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<td>i) Translation/Substance writing</td>
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<td>ii) Letter writing</td>
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<td>iii) Story/ Essay</td>
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*Oral English will be evaluated internally

Notes: Figures within brackets indicate the number of questions and figures outside the bracket indicate marks.

Summary:

Long Answer (LA)   No. of items: 7   Marks: 40   Scheme of options: Only limited internal options
Grammar:

Determiners- \( \frac{1}{2} \times 4 = 2 \)

Correct tense- \( 1 \times 2 = 2 \)

Narration- \( 1+1=2 \)

Frame sentences using pair of words to show the difference- 2

Voice- \( 1+1=2 \)

Correct errors in sentences- \( 1 \times 3 = 3 \)

Combine sentences- \( 1+1=2 \)

Make sentences using phrases- \( 1+1=2 \)

Preposition- \( \frac{1}{2} \times 4 = 2 \)

Sentence Pattern- 1

Text book: The text books of Assamese medium schools for class IX and X are prepared by the Board of Secondary Education, Assam (SEBA) and published by Assam State Textbook Production and Publication Corporation Limited, Guwahati.

Note for Teacher:

The textbook titled New English Reader (for Class X) has been designed to enable the students of the level to attain a proficiency in the language so that they can develop an ability to use language both orally and in writing appropriate to a context or a situation. The course introduces the students to a variety of reading texts for
developing both intensive and extensive reading skills which include an extract from Gandhi’s autobiography, stories by R. K. Narayan and Rabindranath Tagore, experiences by Ruskin Bond, environmental awareness by Severn Suzuki, and natural life by C. R. Rutley besides a collection of poems by William Wordsworth, Sarojini Naidu, Thomas Moore and Nissim Ezekiel.

Teachers may have read the notes on intensive reading skills and extensive reading skills given at the beginning of *New English Reader* for class IX. It may interest teachers to note that in addition to these two skills, it becomes necessary to develop in students the skills of skimming and scanning a piece a text as strategies for silent reading with comprehension. These different ways of reading are not manually exclusive. For example, one often skims through a passage to see what it is about before deciding to scan the message for specific pieces of information. Note the following:

- When skimming, we go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the intention of the author.
- When scanning, we only try to locate specific information and after we let our eyes wander over the text until we find what we are looking for, whether it be a name, a date or a specific piece of information.

These two skills are useful for teachers to interact in the classroom.

The scope of writing at this stage can be extended to correlate listening and speaking with writing. Listening to telephonic conversations and writing messages to convey the information to someone else in writing is an authentic writing skill that can be an interesting classroom writing activity if administered appropriately. This would imply that the oral English component of the course can be meaningfully
linked to reading and writing thereby integrating the four skills of language learning. Detail of the writing activities proposed may be obtained from the question paper provided to the teachers and students.

The lessons which include essays, stories and experiences provide a rich fare of reading experience to students for the development of different language skills. The poems that are given mainly aim at providing enjoyment and appreciation of the language. The book also introduces a selection titled “Oral English” with the objective of developing in students the skill of speaking English in real life situations. It is hoped that this section of the book will address adequately the development of communicative skills.

1.6. Statement of the Problem

This study is an attempt to analyse the teacher’s role in the English classroom of Assamese medium high schools of Lakhimpur district of Assam. The upper classes of high school, i.e. class IX and X are considered for the study.

In Assamese society generally, English is not used for day-to-day communication. Therefore, the formal classroom teaching is the only option for learning English as second language where the English teacher and the text book are the only sources of learning. For effective learning, the teacher must be able to motivate the learners to learn what he/she teaches. The teacher must not consider himself/herself to be a passive evaluator but an active and emotional mentor in elevating learner’s knowledge. As the language learning goal has shifted from “language comprehension” to “communicative competence”, now an overall demand has arisen for need-based syllabus and a client-centred teaching. Teaching is a bi-directional process and “John teaches Mary English” may not mean “Mary learns
Successful reception of the message is considered to be the ultimate goal of delivering a message. But in case of Assamese medium schools, an average student can neither write nor speak English even after completion of the secondary education. Students consider English to be one of the toughest subjects of the curriculum and many students get very poor marks in it. Though few students manage to score good marks in English, most of them cannot use the language in real life situations. All these suggest that there is a gap between teaching and learning of English in the Assamese medium schools of Assam. If the teacher’s role is not proper, any classroom teaching strategy will be a failure.

1.7. Rationale of the Study

In teacher-centred approach, the teacher dominates the classroom and the learners are always passive listeners; on the other hand in learner-centred approach, the focus is always on “active learning”- a process, where learners are actively engaged in the process of learning. In spite of significant changes in second language teaching, the role of teacher remains pivotal to language learning, because nothing can replace a human teacher. For successful implementation of any method of teaching English as second language, the teacher must be well-aware of his/her role in the classroom and prepare himself/herself accordingly.

Again, lack of proper infrastructure makes second language teaching more challenging for the English teachers. In such cases the language teachers have to compensate it by introducing some innovative ways of teaching the second language. In most of our schools, English is taught only with the help of a blackboard and a textbook. At the same time, it is not used outside the classroom. Therefore, the prescribed text and the English teacher are the only sources from which the students
have to learn English. In such situations, the teacher’s duty is not only to disseminate information but also to motivate the learners in the right direction. The teacher has to make use of any means to facilitate learning and boost learner’s self esteem. This new role of teacher as facilitator demands a more versatile man in the traditional teacher. To impart active learning, the second language teacher must be an active man with utmost flexibility, so that he/she can supply the learners’ need. Therefore, it is well realized that for effective teaching, it is essential to analyse the teacher’s role in classroom teaching of English as second language.

1.8. Objectives of the Study

The main objective of the study is to analyse the teacher’s role in classroom teaching of English in Assamese medium high schools. The other objectives of the study are to find out-

1. The goals of teaching English as perceived by the English teachers.
2. The classroom management of the English teachers.
4. The efficiency of the English teachers.
5. The teachers’ views on the English syllabus and the evaluation system.

1.9. Delimitations of the Study

The present study has following delimitations-

1. The study is confined only to the Lakhimpur district of Assam.
2. Only Assamese medium high schools are considered for the study.
3. Only the secondary classes, i.e. class IX and class X are considered for the study.
4. Only thirty schools are considered for the study.

1.10. Organization of the Dissertation

The dissertation is presented in five chapters. The first chapter entitled "Introduction" deals with the general background of the study. In this chapter the problem has been introduced and the need for the study has been established. The second chapter is "Review of Literature", where the researcher has given an account of the previous works found in the related field of study. The third chapter is "Methods of Teaching English as Second Language and the Changing Role of English Teacher". In this chapter various methods of teaching English as second language and the teacher's role prescribed by each method are discussed in detail. The fourth chapter entitled "Data Analysis and Interpretation" presents a detailed discussion on the adopted methodology, analysis of data and their interpretations. The fifth and the final chapter entitled "Findings and Suggestions" summarises the findings of the study and some suggestions are put forward at the end of the chapter. The final chapter is followed "Bibliography" and "Appendices".
WORKS CITED


