# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>iv</td>
</tr>
<tr>
<td>Preface</td>
<td>viii</td>
</tr>
<tr>
<td>Abstract</td>
<td>xi</td>
</tr>
<tr>
<td>Chapter 1: Introduction and Scope of the Study</td>
<td>1</td>
</tr>
<tr>
<td>Chapter 2: English in India with Special Reference to Assam</td>
<td>31</td>
</tr>
<tr>
<td>Chapter 3: Analysis of Student Needs</td>
<td>75</td>
</tr>
<tr>
<td>Chapter 4: Higher Secondary Textbooks in General English</td>
<td>117</td>
</tr>
<tr>
<td>Chapter 5: Three Year Degree Course (Arts) Textbooks in General English</td>
<td>199</td>
</tr>
<tr>
<td>Chapter 6: Three Year Degree Course (Science) Textbooks in General English</td>
<td>256</td>
</tr>
<tr>
<td>Chapter 7: Three Year Degree Course (Commerce) Textbooks in General English</td>
<td>269</td>
</tr>
<tr>
<td>Chapter 8: Conclusion</td>
<td>284</td>
</tr>
<tr>
<td>Appendices</td>
<td>309-444</td>
</tr>
<tr>
<td>Bibliography</td>
<td>445-458</td>
</tr>
</tbody>
</table>
Preface

Our study "The Textbooks and Allied Teaching Materials in General English Paper at the Plus Two (+2) and Three Year Degree Course (T.D.C.) Stages in Assam: An Evaluation" was prompted by a desire to find some remedial measures in the materials selection and designing in the teaching of English at the Plus Two (which is otherwise called, higher secondary) and the T.D.C. stages as we thought that the present falling standard in the teaching and learning of English at these two stages was to some extent, due to the defects in the teaching materials.

In course of our research we had to investigate into the needs of the Assamese students for English. For this, we took recourse to administering questionnaires to a cross-section of the students in the State. In framing the first questionnaire we used some questions from Mahajiteswar Das's questionnaire which he had used in his study "The Needs for English in Orissa: An Investigation into the English Language Requirements and Related Instructional Programmes at the Post-Secondary Level of Education." We also administered two other questionnaires — one to the students and the other to the teachers of English at the higher secondary and undergraduate levels to collect their views on the
suitability of the present textbooks in English and their suggestions for improvement.

We have traced the history of English education in India with special reference to Assam in the second chapter of our study. In doing so we have used information from various sources like books on history of education, journals and newspapers. Sometimes, we found it very hard to get at the original sources of information. So we had to be content with the information which we received from the secondary sources. Moreover, the central goal of our study is not to trace the historical background of English teaching in Assam. However, *A Students' History of Education in India (1800-1961)* by Syed Nurullah and J.P. Naik, *Report of the Education Commission (1964-66)*, the two Study Group Reports on the teaching of English in India (1967, 1971) and the passages from the histories of education and other records quoted by Mahajiteswar Das in his Ph.D. dissertation helped us in tracing the history of teaching English in India in general and in Assam in particular which we have done in Chapter 2.

Chapter 1 carries the introduction and the organizational scheme of the study. Chapter 3 contains the original needs analysis and Chapters 4, 5, 6 and 7 carry our original and detailed work of analysis and
evaluation of the prescribed textbooks and allied teaching materials. We have given our conclusion and made recommendations in the eighth and last chapter.

We hope, our findings and recommendations will help in selecting and designing suitable textbooks and allied teaching materials in General English for the higher secondary and the Three Year Degree Courses in Assam which in turn will improve the teaching and learning of English in the State.

Here we think it necessary to mention some other matters related to our research. It is said, in matters of style no striking word or phrase should be repeated within rememberable distance of time. But our study is almost a technical subject and encompasses as many as seven courses and a number of textbooks. The same set of questionnaires and parameters are used for analysing and evaluating each course and each textbook. So we may have repeated similar comments at some places for which we must beg an apology.

For the sake of convenience we have used the pronoun 'he' to refer to the Assamese student but we do not mean any gender bias. The pronoun refers to the male student as much as to the female student.
The Plus Two (+2) being the higher secondary level, we have used both these terms synonymously in our study.

The following view is expressed in *Preparation and Evaluation of Textbooks in English : Principles and Procedures* prepared and published by National Council of Educational Research and Training, New Delhi in 1970:

In a comprehensive programme of evaluation both rational and empirical evaluations are essential. As a matter of fact rational evaluation is a precursor of empirical evaluation. Whatever the procedure adopted, the ultimate objective is the improvement of the textbook, even though the selection of it is the immediate need. (34)

In our study it is the logical approach which we have followed. But owing to several constraints we could not collect the views of a large number of students on the prescribed textbooks of each course. However, the collection and analysis of their views are not the central theme of our research. They are only a part of our research process. We have tried to arrive at the mean point of rational and empirical analyses using a logical approach and have drawn necessary conclusions.

Prashanta Kumar Sahoo

Prashanta Kumar Sahoo
The Textbooks and Allied Teaching Materials in General English Paper at the Plus Two (+2) and Three Year Degree Course (T.D.C.) Stages in Assam: An Evaluation

An Abstract

The study is an attempt to analyse and evaluate the prescribed textbooks and allied teaching materials in General English at the higher secondary (that is, +2) and Three Year Degree Course (T.D.C.) levels in Assam with a view to finding their suitability or otherwise for the actual needs and ability of the Assamese students. No effort has ever been made to ascertain the needs of the Assamese students of English. The present study makes an attempt to do precisely that. The prescribed textbooks are analysed taking the following points into consideration: (1) vocabulary, (2) grammatical structures, (3) thought content, (4) cultural points, (5) interest value, (6) notes and glossary, (7) exercises, (8) mistakes in the textbook, and (9) printing and get-up.

Measures are suggested for improvement of the quality of textbooks on the basis of the findings.

The investigation involved the use of questionnaires, interviews, observations and collection xii
of the views of people expressed through newspaper columns. Separate questionnaires were used in order to elicit the views of the students concerned, and to find out the level of awareness of the subject teachers. Their suggestions for improvement of teaching materials were also invited.

Chapter 1 indicates the scope of the study and the nature of the enquiry. Hypotheses and assumptions are stated, the tools of research are described and the methodology is outlined. Some related studies conducted earlier are reviewed. Chapter 2 traces the history of English education and English language teaching in India with special reference to Assam since the historic Minute of Macaulay (1835). It also tries to relate the teaching of English to the manpower requirements of the State.

Chapter 3 carries the investigation into the needs of Assamese students. Chapter 4 carries a detailed analysis and evaluation of the prescribed textbooks and allied teaching materials in General English for the higher secondary course. Chapters 5, 6 and 7 carry detailed analyses and evaluation of the prescribed textbooks and allied teaching materials in General English for Three Year Degree Courses offered by both
Gauhati and Dibrugarh Universities in three streams of arts, science and commerce respectively.

Chapter 8 deals with the conclusion and recommendations of remedial measures for the improvement of the present textbooks and allied teaching materials in General English. Suggestions are also made to improve some other factors in the teaching and learning of English in general and to carry on further research in several related fields. The chapter closes with our suggestions to evolve some local criteria in the pedagogy of textbook evaluation.

The following are some of the important findings of our study:

1. Assamese students need English to get jobs, pursue postgraduate and other higher studies, read newspapers, journals and books, listen to radio programmes and watch television, correspond with people living in other parts of the country, take courses in science as well as commerce and communicate with a greater variety of people.

2. A considerable number of teachers of English at the higher secondary and degree levels in Assam are not aware of some important documents related to
English language teaching (ELT) like Michael West's General Service List of English words, the Nagpur vocabulary list and the reports of the two Study Groups on the teaching of English in India (1967, 1971). They are also not aware of the Post-Graduate Diploma Course in the Teaching of English offered by the Central Institute of English and Foreign Languages, Hyderabad.

3a The syllabus for the General English course at the higher secondary level has several shortcomings. The objectives of the course are not clearly stated, details of teaching points not listed, methodology of teaching, testing and evaluation not indicated.

b Many of the prose passages and poems are dull, uninteresting and difficult conceptually and linguistically.

c The test papers are not valid because they do not test what they claim to do.

4a The degree syllabuses of Gauhati University in arts, science and commerce do not state the aims and objectives of teaching English clearly and elaborately. Besides this all the syllabuses of
both Gauhati and Dibrugarh Universities do not mention methods of teaching, testing and evaluation keeping in view large classes.

b Four pieces of prose in the Gauhati University anthology and fourteen in the Dibrugarh anthology are either difficult or unsuitable owing to several reasons.

c One poem in the poetry selection of Gauhati University and four in that of Dibrugarh contain a number of difficult words and allusions which make them unsuitable for the students. The poetry selections do not carry adequate notes and glossary.

d The original and unsimplified Shakespearean dramas, *Julius Caesar* and *The Merchant of Venice*, are difficult and unsuitable for the General English courses because they are mostly dramatic poetry and full of archaic and poetic words.

e Although all the rapid readers are suitable for the students, except *Kim* no other textbook contains notes, glossary and exercises.

f Examination question papers of Gauhati University in all the three streams are designed more to test literary appreciation than language skills.
Guidance on pronunciation of new, unfamiliar and difficult words is not given in any textbook. Hints on study strategies are not given too.

There are some textbooks in commercial correspondence, precis writing and written communication which are not available in the market.

On the basis of the findings of the study necessary changes in the prescribed syllabuses and textbooks have been suggested in order to make them suitable for the students concerned.