

# **LANGUAGE IN INDIA**

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## **Evaluation of English Textbooks of Class XI and Class XII in Assam**

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Language teaching aims at helping learners to master the four skills, namely, listening, speaking, reading and writing. To develop these skills, language textbook is an indispensable tool. So, the English language textbook should be produced in such a way that it meets the curriculum goals even as the textbook has all the characteristics and qualities that are expected from any well-designed textbook. If the textbook used by the classroom teacher fails to pass the commonly agreed upon standard and norms for a textbook, it will hamper the development of English language among the learners. English textbook should be one fulfilling all the criteria of a standard textbook. Otherwise it will fail to realize the aims and objectives of teaching English.

This article presents the results of research pursued by the author to evaluate the existing English textbooks at the higher secondary level (Classes XI and XII).

### **OBJECTIVES OF THE STUDY**

The present study aims at evaluating the existing English textbook used in the Higher Secondary level in government schools in Assam. The study attempts:

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1. To find out how far the English textbooks prescribed for classes XI and XII are adequate in the light of the main qualities expected for a textbook.
2. To analyze the textbooks with a view to find out how far these textbooks helped in achieving the objectives of teaching English prescribed by Assam Higher Secondary Education Council.
3. To locate topics to be deleted or added to the textbooks under study.

**METHODOLOGY**

In the present study, **survey method** as well as **analytic method** have been applied.

**SAMPLE**

In the present study, the investigator selected 30 English teachers from different Higher Secondary Schools, Junior Colleges, and Degree Colleges as her sample randomly. The sample is representative of the population of English teachers from different Higher Secondary Schools and Junior Colleges affiliated under Assam Higher Secondary Educational Council and Degree Colleges affiliated under Assam University.

**TABLE NO 1**  
**TOTAL NO OF ENGLISH TEACHERS IN H.S.SCHOOLS JUNIOR COLLEGES AND**  
**DEGREE COLLEGES IN SILCHAR TOWN**

Total no of English teachers in H.S. schools junior colleges and degree colleges in Silchar town	Data collected from the number of English teachers of those institutions	Number of English teachers in percentage (%)
40	30	75

**TOOLS**

In this study, the researcher with the help of her Ph.D. guide developed a questionnaire containing 60 items. The questionnaire was given to the English teachers of class XI and XII for collecting necessary information regarding the English textbook of their class.

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## MAJOR FINDINGS

The analysis of data and interpretation leads to the following major findings with regard to the English textbooks prescribed for class XI and XII by Assam Higher Secondary Education Council.

- (1) Most of the teachers liked the English textbooks because these are adequate in the light of the main qualities expected for a textbook.
- (2) The paper used in the book is not smooth and durable and it is not adequately thick.
- (3) Binding of the book is not sufficiently strong and the cover pages of the textbooks are also not attractive.
- (4) Lessons included in the textbooks are sufficient.
- (5) Different types of exercises are given after every lesson.
- (6) Contents of the textbooks are not related to the daily life activity of the learners. So, emphasis should be given to the day-to-day life of the learner and to their social surroundings.
- (7) The textbooks are prepared scientifically according to the needs and interest of the learners.
- (8) Language used in the textbooks is understandable to the students.
- (9) The books are free from spelling mistakes and the facts given are correct and up-to-date.
- (10) Subject matter of the textbooks is as per the curriculum prescribed.
- (11) The textbooks help students to achieve the objectives of language learning but more emphasis on speaking skill is needed to increase the communicative competence of the learners.

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(12) English textbooks help in the development of moral values.

(13) The textbooks also help in developing aesthetic sense and inculcate in the students qualities of good citizenship. However these do not focus on national integration.

(14) Indianness is missing in the textbooks because of there is an emphasis on the prose and poetry pieces written by writers from Britain. The textbooks may include the writings of Indian writers like Saratchandra, Premchand, Mahasweta Devi, etc.

(15) The textbooks do not include topics which deal with information on recent scientific and technological developments.

(16) The English textbooks are dominated by literary pieces with less emphasis given to the development of communicative competence, Business English, etc.

(17) Teachers suggested that uninteresting topics like the “Scientific point of view” and “Cat in the rain” may be deleted.

(18) The books touch upon almost every aspect of literature but humour is missing from the lessons. So, humourous materials should be included.

## **CONCLUSION**

A textbook is generally prepared on a state-wide or nation-wide basis. Textbooks may be called as a teacher in print. So, textbooks should be viewed an indispensable instructional resource and an inseparable part of any system of education. Evaluation of a textbook helps in making the textbook compatible with the demands of curriculum and present day social demands. It is necessary to evaluate textbooks at regular intervals and to add new things according to the present situation. To provide quality education to the learners and to make it need-based, evaluation of a text book is an essential part of the education system.

In this study, English textbooks used in Class XI and Class XII at the Higher Secondary level which is the stepping stone for higher collegiate study were evaluated.

The major findings listed above lead us to the conclusion that though the textbooks are good in the light of the qualities expected from a textbook, changes are still needed in the form of inclusion of some topics which can help develop the communicating skills of the learners. Humorous materials and interesting topics suitable to the age group should find place in the text books. The cover page needs to be attractive to attract the learners towards the text book.

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