



**Research Article**

**AN EVALUATION TEXT BOOKS ON ENGLISH OF HIGHER SECONDARY SYLLABUS (XI-XII)**

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**ABSTRACT**

Textbook evaluation has become a necessary practice in the field of teaching, seeking to assist in the choice of the best suitable book for a specific context. The researcher identifies how well a pre-use textbook matches the needs of a learning program and how much appropriate the activities are. The books have been analyzed impressionistically and with in-depth terminology. The results suggests some problematic areas that textbooks need improvement regarding the four skills and culture representation. There is an exposure of only foreign culture and basic skills are not emphasized equally. The findings accentuate the need to revisit the material by the authors that would contribute to the improvement of the English textbooks at these levels.

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**INTRODUCTION**

English language has been holding, is holding and will continue to hold a unique position in India. No doubt, English is a language borrowed from six thousands miles away and it belongs to an entire different nation. But this does not mean that we have no relationship with it. It has been dominating the whole scene in the past. It is fact, the language of the world civilization. Its richness, its flexibility, its elegance, its dignity seem to have made it universally popular. The various points explained here under show very clearly that English is an important language for us.

Learning of a language is the same thing as knowing a language. It involves three things-i.e. sound, structure and vocabulary. If a person wants to have mastering over a language, he will have to master all its three constituents through the four basic skills. Some people memories certain words and then they have mastering over the language and they know it well.

C.C.fries says, “A person has learned a foreign language when he has thus first within a limited vocabulary, mastered he second system (that is, when he can understand the system of speech and achieve and understandable production of it) and has, secondly, made the structural devices (i.e. the basic arrangement of utterances) matter of automatic habit.

Learning of mother tongue takes place in a very natural way. From the birth of a child, it is surrounded by an atmosphere where mother tongue is being spoken.

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Thus listening by the child goes on and after a few months some meaningful cries are uttered by it. If any error is committed by the child in speaking, it is constantly corrected because there are so many teachers who are helping it. For learning mother tongue, there is ultimate time and equipment. And above all, everything is learnt quite unconsciously; without starting the mind.

In every case, listening and speaking are learnt at home and then the child is sent to school for reading and writing of the language. The process of learning a foreign language is the same because listening and speaking precede reading and writing. In each case, language is a habit to be got at, an activity to be developed, a skill language to be practiced and enthusiasm to be caught.

Learning a foreign language is an artificial process. The atmosphere of listening or speaking is created for some time but that is not as natural as we have in case of mother tongue.

After publication of Mudaliar Commission report the emphasis on teaching of English as a subject at the secondary and higher secondary level has got a different dimension. At the pre-Independence period the total school education system had been passed through the medium of English and obviously higher education had been covered by English also. After independence teaching learning process at the school education system has changed its patterns but the importance of English language as a subject has not been denied besides this, as a co-language in our education system throughout India.

The teaching learning process of English in our country where English is considered mostly as a second language is

dependant on four dimensions of teaching and learning which are text books. Curriculum, methodology and evolution. So text books have a vital role on teaching learning process of school education in any specific subject. At the higher secondary level of West-Bengal Council of Higher Secondary Education English has been included as a compulsory subject for the students of all streams (Science, Arts, Commerce, etc.). The syllabus of English which has been selected by the W.B.C.H.S.E. is to be accepted by the student on the basis of text books which reflex the syllabus properly.

### ***Need of the Study***

In this modern age there has been a tremendous explosion of knowledge and advancement in science and technology. The curriculum, the text book and methods of teaching and everything undergo changes from time to time. The advancement can be possible by changing our method of teaching and curriculum. These changes give new ideas and ideologies which are subjected to experimentation.

New innovations are on their march. In every sphere new takes the places of the old. Instead of blindly accepting or rejecting a new practice it must be critically examined through carefully conducted research work before they are being implemented.

When curriculum is assuming new dimensions, its aims, objectives and principles should be duly reflected in the text book. Text book is an effective instrument for the development of the child as envisaged in the curriculum.

Often it is criticized that text books are unable to fulfill the aims of the curriculum. They are thought of being poor, inadequate, inappropriate and unsuitable for the standard of the students. So it is required to produce good text books. For production of good text books the existing text books should be critically examined so that the finding will throw some new light for the improvement of the textbooks. With this view the investigator has selected a project entitled "An evaluation text books on English of higher secondary syllabus (xi-xii) syllabuses in West Bengal Council for Higher Secondary Education."

### ***Objectives of the Study***

The text books at present are dull, repetitive and unproductive models of thinking. With few exception most of the text books are creating obstacles to the teaching learning process rather than aid. In this context the researcher wants to evaluate the "English text books" of class XI-XII with the objectiveness of locating the loopholes of the text books used at present. The study may helps in getting away with those defects from the text books.

The next objectiveness will be to recommend for the removal of those defects and thus, will try to have a step forward toward the development of text books in the subjects. The researcher wants to assess the worth of text books in relation to the prescribed curriculum for a given grade and assessing its effectiveness as a tool in the achievement of instructional objectives set there in.

### ***Hypothesis***

The researcher formed a hypothesis that there is difference between opinion of students and teachers towards the present's condition of English text books at XI-XII level in West Bengal.

### ***Null Hypothesis***

There is no difference in the option of the students and teachers towards and present condition of 'English' text books at XI-XII level in West Bengal.

### ***Sample***

For administration of questionnaire the researcher selected 50 teachers who are at present teaching English in class XI-XII onwards, and 100 students who have passed Higher Secondary examined. As those teachers and students are dealing with the text books it is expected that the opinion obtained from them would be more accurate and reliable.

### ***Tool***

The tool used to serve the purpose in this study is the questionnaire of narrative survey type. The researcher has selected his tool for the following reasons:-

1. To get the required information within a short time.
2. Some respondents are far from the investigator.
3. It would be facilitate the process of tabulation.
4. It can be mailed and the data can be gathered within a reasonable time limit.

The questionnaire has been constructed with due reference to the characteristics of a good questionnaire. The test items have been constructed with due expert opinion and with due reference to English books & books in Research Methodology and discussion with lecturers, friends & research scholars.

### ***Administration of Tools and Collection of Data***

Having completed the construction of tool (questionnaire) the researcher administered on sample.

It was administered mid of November, 1997. It was administered again on sample on 28<sup>th</sup> November 1997.

After that the researcher collected 150 filled up questionnaire and after getting the filled questionnaire it was analyzed & interpreted.

### ***Scope for Further Studies***

1. An analysis on English text books may be made up to University level which will be a bit broader in scope.
2. A comparative study of the old text books (of course, books used after independence) and the present text books may be made.
3. A study on development on English curriculum since independence can be taken up.
4. A comparative study of English curriculum prescribed by W.B. Council for H.S. Education, West Bengal with that of other states of India may be made.
5. A study on "Correlation of different branches in presenting the contents of English" may be undertaken.
6. A study may be undertaken to study the attitude of children towards English and the findings of the study may contribute to the improvement of text books on certain aspects.

### ***CONCLUSION***

In conclusion it can be said that said general opinion on the text book was found to be satisfactory. So far as fulfillment to aims of teaching English concerned the text books were found to be a good standard. As to planning and organization of the

contents, it was observed that on the average the text books are of good standard. The examples illustrations are of good standard in the present text books

Moreover, when we calculated the  $\chi^2$  value by arranging the students and teachers score categorically, we got the  $\chi^2 = 3.88$ .

Our observed  $\chi^2$  value is 3.88 is significance.

So it can be said that observed frequencies are also close to that of expected frequencies and there is a significant difference between opinion of students and teachers towards the present condition of “English” text books at XI-XII level in West Bengal.

Hence the null hypothesis is rejected.

Furthermore it is noted that there is some dissatisfaction among both teachers and students about the presentation of some subject matter in the present text books of English. Through a large number of topics have been presented in systematic manner but there are some ideas, where some alternation and addition may be made. So the text books writers should consider those ideas which are failed to satisfy both of teachers and students seriously.

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