

**English Syllabus at + 2 Stage
— An Evaluation**

Dissertation Submitted to Jawaharlal Nehru University
in partial fulfilment of the requirements for
the degree of

MASTER OF PHILOSOPHY

Jatinder Kaur Sambhi

**SCHOOL OF LANGUAGES
JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI - 110067
1985**

To
my parents

ACKNOWLEDGEMENTS

I owe a special debt of gratitude to Mr S.K. Sareen, my supervisor under whose guidance and supervision I worked on the subject. Words fail me to express my sincere thanks for his cooperation, help and invaluable suggestions. He was kind enough to lend me very useful data which he had collected for his Ph.D. thesis. I also thank my colleague Dr Raj Singh and my friend Mrs Renuka Mehra who procured for me a number of reports and books published by the Ministry of Education. Sincere thanks are due to Mr H.C. Narang and Dr Kapil Kapoor, my teachers, for their guidance and cooperation from time to time. Last but not the least I am thankful to Mr M.N. Talwar, who at a very short notice, typed my manuscript with speed and efficiency. I alone am responsible for any shortcomings and inaccuracies that may have still remained.

JATINDER

JAWAHARLAL NEHRU UNIVERSITY

New Mehrauli Road : New Delhi-110067

Grams : JAYENU

Telephones : 652282

652114

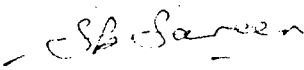
CENTRE OF LINGUISTICS & ENGLISH
SCHOOL OF LANGUAGES

July 19, 1985

CERTIFICATE

This is to certify that the dissertation entitled 'English Syllabus at + 2 Stage - An Evaluation' submitted by Jatinder Kaur Sambhi in partial fulfilment of six credits out of total requirement of twenty-four credits for the Degree of Master of Philosophy (M.Phil) of the University, is her original work according to the best of my knowledge and may be placed before the examiners for evaluation.


H.C. NARANG
CHAIRMAN


S.K. SAREEN
SUPERVISOR

CONTENTS

CHAPTER I	INTRODUCTION	1
CHAPTER II	EVOLUTION OF SYLLABUS WITH RESPECT TO THE CHANGING STATUS OF ENGLISH IN INDIA	13
CHAPTER III	EVALUATION	40
CHAPTER IV	CONCLUSION	84
	BIBLIOGRAPHY	88
	APPENDIX I	91
	APPENDIX II	96
	APPENDIX III	99
	APPENDIX IV	105

Chapter I

PURPOSES OF THE STUDY

I.1 Education - the objective:

"Education is not merely acquiring knowledge, gathering and correlating facts, it is to see the significance of life as a whole", says J. Krishnamurthy (Krishnamurthy, 1962: 14). That education has such a panoramic role has been echoed by the philosophers and the thinkers the world over, Aristotle to Dewey abroad and Manu to Gandhi at home. Mill says, education is to "bring us nearer to the perfection of our nature" and it "includes the direct effects on our personality and character by things of which the direct purpose is quite different".

Education enables a man to tackle the problems of life and meet the challenges of his own times. John Dewey says, "Education is the development of all those capacities in the individual which will enable him to control his environment and fulfil his capabilities" (Dewey, 1958: 8). By capabilities, he means, physical, mental and moral capabilities. "Education", according to A.N. Whitehead, "is the act of utilization of knowledge" (Whitehead, 1962: 6). Education embarks upon

itself the task of all round development of the personality of the individual and the unfolding of the latent potentialities in him. As Mahatma Gandhi says, "By education I mean an all round drawing out of the best in the child and man-body, mind and spirit" (Gandhi, 1967: 379).

If, on the one hand, education has a psychological implication, on the other hand, it has its sociological bearing also. The psychological side is the basis of education and includes the study of the child, who is the starting point of all education. The sociological side emphasises the need for the study of social conditions for the proper interpretation of the child's powers. In order to fuse the objectives of education with the child as the focus, an educator has to draw a fair balance between the two and has to set forth the following objectives:

- (i) Drawing the best out of the individual, and character building.
- (ii) Acquisition of knowledge.
- (iii) Self-reliance or vocational independence.
- (iv) Developing civic sense for ideal citizenship.

I.2 Language - the medium of education:

The hand-maid of education is language. Language is the medium that makes the imparting or acquiring of

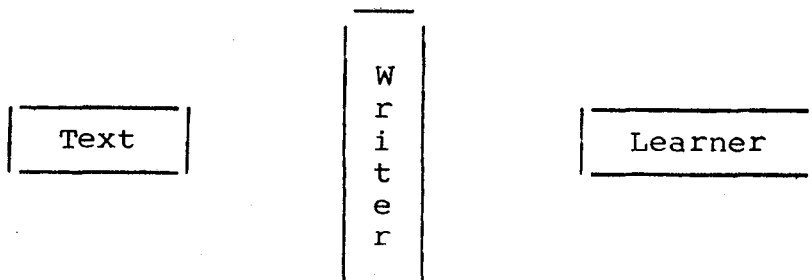
knowledge possible. It is a universal and biologically specific activity of human beings. As Charles F. Hockett puts it, "Language is the most valuable single possession of the human race" (Hockett, 1958: 1.1). John Lyons goes on to the extent of saying that, "Man is most clearly distinguished from other animal species, not by the faculty of thought or intelligence, as the standard zoological label 'homo sapiens' might indicate but his capacity of language" (Lyons, 1970: 10). Language is the medium through which the content travels to the learner. Besides, language is the most powerful tool for imparting any kind of knowledge. The increasing importance of language is proved by the fact that even modern philosophers from A.N. Whitehead and Kierkegaard down to Sartre and in most recent times Chomsky have sought to interpret philosophy in terms of language.

I.3 Text books - their place in imparting education:

Text books are the oldest method of preserving language and have remained the most important tool even in modern times for imparting 'education'. Even when science has thrown up new methods, such as audio-visual aids and language labs, the importance of text-book as an aid in teaching, especially in language teaching, has not eroded. Professor Billows says, "To make the

best use of time in the class room and to avoid unintended repetition or the neglect of essential language patterns, the teacher is wise to have a text-book" (Billows, 1961: 58).

Keeping in view the magnitude and population of the country and the meagre resources available for education, largely due to the developing economy, it is not feasible to introduce audio-visual system, language laboratories on a mass scale for language teaching and thus the text book becomes the most important instrument in the hands of a teacher. Besides, in language the text book is not only the medium but also the matter. It combines both matter and medium which increases its importance all the more. The first element in a learning situation is the learner or reader himself. The text is the second element in the interaction between the reader and the text. A third important and influential element is the writer. This can be diagrammatically represented thus:



It is aptly said, "The nature of the text book itself demands that its maker be highly selective in the material he presents. The text maker is a gate-keeper who lets us have the knowledge he considers of most value" (Cronback, 1955: 12). The text material thus assumes prime importance and whether a reader's finer sensibilities are stirred to seek new 'pastures' or are dulled so as to make him totally indifferent towards the material will solely depend upon the quality, richness and variety of the text-materials.

I.4 The need to review XI & XII class English syllabus:

In the new scheme of 10+2+3 the needs of the learner at the Senior Secondary stage sets one thinking whether the makers of text books for the English syllabus have been highly selective of the material included in them. The Senior Secondary stage of schooling being most crucial, educationally as well as vocationally, demands special attention. It acts as a bridge between the school level and the college level. At best it can be called the "transitional stage" (Study Group Report, 1971: 8). It is at this stage that a student chooses a profession or a vocation for his career.

Besides, for pursuing higher studies in all disciplines (except Indian languages), the medium of

instruction is to a large extent English. It is, therefore, essential that teaching of English at the +2 stage must enable an average student to comprehend the complexities of the discipline he is pursuing. This is precisely what is meant by Whitehead in his theory of "rhythm of language" - distinguishing three stages of language learning - 'romance, precision and generalization' - 'romance' corresponding to the primary stage, 'precision' as a transition from primary to secondary stage and ultimately the end of secondary stage in 'generalization'. Emphasizing secondary stage, he says that the English course should readily invoke the notion of 'concentration' and 'mass attack' on language. But too often a secondary school English syllabus does not invoke these notions.

It is also necessary to take into account the reactions of the learners who belong to such an important stage of learning. This necessitates a review of the whole situation. The present study undertakes such a review. The study is confined to the core course in English syllabus of the All India Senior Secondary (1984-85). It seeks to determine the suitability or otherwise of the syllabus under review.

I.5 Earlier Studies:

The very fact that no study to evaluate the syllabus at the Senior Secondary stage seems to have

been undertaken so far has prompted me to work on the subject. A few studies have, however, been done on various aspects of English teaching at Secondary School stage. Two studies, one by Ms. Kamal Rani Mitra on "Evolving a Method of Teaching English as a Second Language for Higher Secondary Classes in Delhi Schools", D.U. Ph.D. thesis, 1974, and another by Haridyal Singh Khare on "An Investigation into the difficulties encountered into the teaching of English by the teachers of the local Higher Secondary Schools", D.U. M.Ed. dissertation, April 1954, touch the question of syllabus vis-a-vis the teaching of English at secondary stage.

I.6 Statement of the Problem:

- I.6.1 We nurture a wrong attitude towards the adolescents, as Rabindra Nath Tagore in his classical story 'The Home Coming' puts it, "In this world of human affairs there is no worse nuisance than a boy at the age of fourteen." He goes on to say, "If he talks with a childish lisp he is called a baby, and if he answers in a grown up way he is called impertinent. In fact, any talk from him is resented." This is the general attitude we grown ups have towards the adolescents. Instead of being given the freedom to determine their tastes, interests and activities we impose what in our opinion is the

best for them. Even when modern education professes to understand the psyche of the adolescent mind, the opinion of the adolescents as to what interests them is not sought at all. While this is true in almost all walks of life, it is more true when we prescribe the reading materials for young minds.

It is unfortunate that this is so since this age is intellectually a very fertile and receptive age and the best can be drawn out of the adolescent students if handled tactfully. If given challenging materials it would definitely help in stirring the deep thoughts hidden in the inner recesses of their minds and help us in drawing out the latent potentialities among them. Thus if after assessing the bias of the students we provide them with interesting and topical materials, it would result in producing students who would feel confident of their knowledge and expression. Thus the study materials have to be more challenging and interesting.

I.6.2 The Gap:

It is true that in the All India Senior Secondary core course of English, there appears to be a gap which needs to be bridged, between the high school stage and college stage. This leads to a bulk of drop out students even at the first year of college as they are unable to cope up with the standard of English at this stage.

Observed closely, these courses reveal that they are not sufficient for a student to attain any advancement in basic language skills.

The task of organizing a syllabus is sometimes called 'grading'. This term implies a progression and more particularly, "a gentle progression". The concept of progression is missing in the Secondary School syllabus as its unchallenging nature marks no advancement in the attainments of the students in comparison to the knowledge attained at the Class 10 level. To give an instance, if the general vocabulary attainment level in Class 10 is 1000 words, it increases only marginally by Class 12 with the help of the present set of text books. Consequently, a gulf exists between Class 12 level and first degree class which not only puts the student at a great disadvantage in English language but the plateau at this stage results in the lack of interest in the subject. The result is that an average student is even unable to read and comprehend text books on his subject or use reference books, let alone study his subject through the medium of English. Our present syllabus seems to be a "thing of shreds and patches" (Mittins, 1965; 39) as Mittins feels about an average Secondary School English syllabus while reviewing the English syllabus of U.K.

6.3 How to fill the gap:

The answer to all these problems does not lie either in the idealistic considerations of using language laboratories or in the traditional preliminary motivational techniques. What is needed, is to make "our academic programmes in English relevant to the needs of the students" (Newsletter, 1977: 11). In Class 11, the introductory motivational techniques do not motivate the students into language learning. Rather, what could appeal to their adolescent and growing minds is useful, meaningful and interesting text materials. Though the text book is not the be-all of English teaching yet it helps to revise and reinforce the language material already taught. Since the examination and evaluation techniques are largely content-oriented, the text book being the main media of imparting the content, there is an urgent need for a total restructuring of text book devising formulae.

.7 Methodology:

As already stated, the present study is an attempt to evaluate the syllabus of English core course at the +2 stage. It is a synchronic study applied to the English syllabus that came into effect in 1982, as against the diachronic study of syllabus. The study is empirical in nature. It involves primarily the administering of

questionnaires to a sample population of teachers and students involved in the situation. The teachers questionnaire (a) solicit their opinion based on their experience on the nature of teaching, the general response of the students to the text-materials prescribed, the percentage of students motivated into learning English through the prescribed text materials. It also includes questions on the teachers' judgement about the students attainment levels in various communication skills vis-a-vis the objectives set out in the syllabus. The students questionnaires (b) are text-oriented. The questions pertain to the students assessment of the readability of the text-books with regard to the element of interest they are able to evoke.

An analysis of the text-materials has been attempted on the basis of the responses to questionnaires (a) and (b). This has further helped in drawing conclusions based on the teachers and students responses and making future projections.

Questionnaires administered to teachers from 6 schools in Delhi and 240 students from these schools are enclosed as appendices II, III and IV. In order to make the sample-representation of the student population in Delhi, the schools selected include one missionary school, two public schools, one Government school, one

local body school run on public school lines. The analyses and the findings are presented in Chapters III and IV.

Chapter II

EVOLUTION OF SYLLABUS WITH RESPECT TO THE CHANGING STATUS OF ENGLISH IN INDIA

II.1 The growth of English can be traced back to the advent of formal education in India during the first half of the 19th century. In fact, before the oncoming of the British, priestly classes like 'Maulavies' and 'Pandits' were the custodians of education who imparted education to a fraction of the people in 'pathshalas' and 'madrasas'. There was no instruction programme for the masses. In short, judged by modern standards, the state of education in India before the British was far from being satisfactory. With the British, education was entangled with the question of the medium of instruction from the very beginning. The spread of education in India can be seen through the following periods.

II.1.1 Before 1813:

Until 1813 the East India Company did not take much interest in the education of their Indian subjects. Only some irregular and abortive efforts were made by Warren Hastings and the Christian missionaries in this direction. In 1781, Warren Hastings, the first

Governor General of India, founded a college at Calcutta for the training of Indians to be employed in the Company's service. The objective of founding the college was to educate Indian subjects to suit the needs of the English rulers. The medium of instruction was English. Side by side, in 1785, Sir William Jones established the Bengal Asiatic Society for the encouragement of historical researches. Six years later, Duncan, the Resident of Benaras, opened a Sanskrit college for the upliftment of the vernaculars. But the real work of education during this period was carried by the Baptist Missionaries like Carey David Hare, Marshans, Ward and Thomas. They founded schools for nationals, translated the Bible into twenty-six vernacular languages and spread Christianity and Western knowledge in various parts of the British territories in India.

II.1.2 1813 to mid-19th century:

During this period, Charles Grant and Wilberforce pleaded about the urgency of educating the Indian masses. Lord Minto and his colleagues like T. Humiseden, G. Hewatt and Colebrook in India were enthusiasts of the cause of education in India. They issued a Minute in 1811 embodying many valuable

suggestions for the improvement of education in our country. Consequently, the Charter Act of 1813 was passed, which made a provision for an annual sum of one lakh rupees for the spread of education among the inhabitants of British possessions in India. But in the absence of proper guidelines for the spread of education and a decision about the medium of instruction, the sum was allowed to accumulate for two decades. In 1823, Mr Adame, the temporary successor of Hastings appointed a Committee of Public Instructions to find out the best ways of utilizing the accumulated funds for the purpose of education. The very first committee to decide the fate of education in India was divided into two camps on the issue of the medium of instruction. The Orientalists school headed by Dr. Wilson stood in favour of encouraging classical languages and oriental learning while the Anglicists school led by Sir Charles Trevelyan advocated the cause of English language and Western learning. The Orientalists stood for preservation of classical language of India and propagated that Oriental culture must remain intact and unchanged. They were in favour of establishing more and more Oriental institutions, publishing Oriental works, translating Western works into Oriental Indian classics and were vehemently opposed

to the introduction of English language and Western literature in the curriculum of the Indian schools.

On the other hand, the Anglicists held that the educational grant should be utilized only for the introduction and promotion of Western learning through English language for the reasons that (i) there was an ever-growing demand for Western learning, (ii) the language of the rulers must be taught to the Indian subjects, (iii) higher education could be imparted only through English, (iv) knowledge of English would bring the Indians closer to their foreign rulers and (v) it would prove useful for those who wanted to have jobs in the government departments. Two other very strong arguments of the Anglicists were that even some eminent Indian leaders like Raja Ram Mohan Roy favoured the study of English by the Indians, and that the Government wanted some interpreters of the Indian masses for them. The controversy became so acute that ultimately it resulted in a deadlock. The matter was then referred to the Government whose policy on education took the shape of Macaulay's minutes.

II.1.3

Mid 19th Century:

It was in 1835 that Lord Macaulay, the Law Member of the Council of Governor General and the

President of the Board of Education, presented his celebrated minutes in favour of English education, which sealed the fate of the Orientalists view-point and lent determined support to the view of the Anglicists. He desired to produce through English education, 'a class of persons Indian in blood and colour, but English in taste, in opinion, in morals and in intellect' (Macaulay: 1835). It was thought as a matter of future policy that this class of persons would refine the vernaculars of the country, enrich them with terms borrowed from Western nomenclature, and thus render them by degrees, effective means of spreading knowledge among the great number of Indian masses. As a rejoinder to the education policy of the future, Lord William Bentinck, the then Governor General of India, issued a communique on March 7, 1835 saying that the great object of the British Government ought to be "promotion of European literature, philosophy and science among the natives of India; and that all the funds appropriated for the purpose of education would be best employed on English education alone". "The authorities arrived finally at the firm decision that, English was the only possible medium for education in European literature, philosophy and science. English thus became an unchallenged medium of instruction at the higher

level" (Study Group Report, 1965: 5).

The proposed education policy was further strengthened when in 1844 Hardinge declared that for service in the Company preference would be given to those who were educated in English schools. English as a medium of instruction started gaining popularity and Indian vernaculars were pushed into the background. The school system was encouraged to produce clerks to help the English masters in administration, which was the *raison de etre* of introduction of English in India.

The next eighteen years saw a definite progress in the field of education. Schools and colleges were opened at various places. Brahmosamaj started many vernacular institutions. Dalhousie opened an Engineering College at Roorkee. Bentinck founded a medical college at Calcutta. Lord Auckland modified Bentinck's resolution in favour of vernaculars and granted five hundred rupees a month to the Asiatic Society of Bengal to carry on *Bibliothica Indian Series of Sanskrit, Arabic and Persian text*. Lord Auckland's effort, however, remained an isolated one and oriental languages could never get enough support to make any effective dent in the Macaulian policy. Elphinstone in Bombay, Munro in Madras and Thomson

in Agra opened English schools and colleges. Thomson even started Halqabandi (circle) school system. The scheme made provision for Middle schools in Tehsils and a High School in each District, the aim being to popularize English education among the masses.

II.1.4 From 1854 to 1902:

After giving the educational policy of Macaulay a fair trial for two decades, once again the situation of education was reviewed by a Parliamentary Committee which assessed that the Indian masses had not benefitted much by this policy. Over emphasis on English and the neglect of the Indian languages also caused great dissatisfaction among the advocates of oriental languages and culture. So there arose a need to lay down a more comprehensive policy for the education of the Indians. To concretize the recommendations of the Committee, Charles Wood, the President of the Board of Control, outlined a scheme of education known as Wood's Despatch of 1854. It made recommendations for the future education system and policy of the country. Its main recommendations were: (i) the British must accept the responsibility for safeguarding the interests of the Indians

who were 'committed to their charge'; (ii) the education imparted to the Indians must be capable of producing able and trustworthy men who should hold offices under the English East Indian Company; (iii) English should not be the medium of instruction at all stages. English medium was to be used only for those who had acquired a sufficient knowledge of the language; (iv) the study of English should not be forced on any body especially when it was likely to do harm to the study of Indian vernaculars; (vi) the study of Indian vernaculars should be encouraged as a medium of communication between the European officials and the Indian masses. In spite of the recommendations of Woods' Despatch to have the vernaculars as the medium of instruction upto High school level, English became the sole medium of instruction in secondary schools because English was adopted as the medium of instruction for higher level education. The study of English even dominated the entire school curriculum. 'The Progress of Education in India' (1901-2), an official publication, summed up the situation thus: "The English secondary course aims at giving school education. The teaching of English is the prime object throughout the course and in the higher classes

instruction in all the subjects is given through the medium of English"

II.1.5 From 1902 to 1935:

The strong national fervour on the political scene initiated the introduction of diarchy at the provincial level in 1921 and by the Government of India Act 1919, the Department of Education was placed under the control of popular Ministers responsible to the provincial legislatures. As a result of this change, education passed into the hands of the elected representatives of the people and expanded considerably. One of the great achievements of this period of transition was the adoption of modern Indian languages as media of education at the secondary school level. In India, two types of schools - vernacular and anglo-vernacular had started functioning, vernacular at the primary and middle stage and Anglo-Vernacular at the High school level. The change came gradually and unobtrusively all over the country. It began with permission being granted by the examining bodies of different States to pupils in their respective Secondary schools to answer question papers in subjects like History and Geography in their mother tongues. The next step was taken

DISS
373.190954
Sa44 En



TH1816

DISS
T, 2; 2(P, III). 44 'N8
M5

TH-1816

when instructions were issued permitting the use of the mother tongue as an alternative medium for the teaching of certain subjects, without specification of any time limit for the change over from English medium to regional medium. There was flexibility at the State level also as schools within a State too were given the option to make adjustments as per their needs and requirements.

The dichotomy in the medium of instruction prevailed at the school level as English continued to be the medium of instruction at the university level. In the twenties and thirties, the effects of the change of medium at the Secondary stage were not foreseen. Also, no steps were taken to prepare for a smooth and complete regionalization of the medium at the university level too.

Though in some States in Secondary schools even subjects like Mathematics, Physics and Chemistry began to be taught through the regional medium (Study Group Report, 1967:6,7), the continuance of English as a medium of higher learning at the university level brought ruinous consequences to education itself in the sense that the question of medium of instruction defied a solution. In spite of the manifold advantages that accrued from the adoption

of the regional language as medium of instruction, some High schools continued to function with English as medium because of a persistent demand from the parents and the guardians of the alumni.

II.1.6 From 1935 to Independence:

Another landmark in the history of the role of English in the Indian education system was the Wardha Scheme of Education in 1936. Under this scheme Mahatma Gandhi strongly recommended that "all instructions were to be imparted in the scholar's mother tongue and not in any foreign language at the school level". The experiment of this scheme was prematurely cut short by the outbreak of the Second World War and consequent resignation of the Congress Ministries in 1939.

In 1944, the Central Advisory Board of Education prepared a scheme for educational development of India to be taken up after the conclusion of the World War II. As Sargent, the Education Adviser to the Government of India, was the head of this Board the new scheme also came to be known as the Sargent Scheme. This scheme incorporated many features of the Wardha Scheme of education, yet it was more comprehensive than the latter.

It made recommendations with regard to (i) Basic education, (ii) Secondary or High School education, (iii) University education, (iv) Health and Physical Education, etc. The scheme made provision for free and compulsory education up to the age of 14 years. The use of vernaculars was allowed up to High school with English as one of the compulsory subjects. At the University level, English used to be the medium of instruction. The Sargent Scheme was a document of immense educational value. Had it been put to trial it would have yielded good results for the regeneration of education in the real sense.

II.2.1 The Post-Independence Period:

Independent India could not, with the changed priorities and goals of economic and social justice, latch on to the Raj objectives of teaching of English. Obviously, the earlier objectives of teaching English were replaced. As Jawaharlal Nehru put it, "English was to be a window on the modern world". He thought that it was only through this language that "we have distilled essence of modern knowledge in all fields of human activity". And it is an aid to be conversant with the latest in science and technology and finally as a 'lingua franca'.

There is no denying the fact that English language played an important role in the national life of pre-independent India. It came to be woven in the texture of the social life of India's teeming millions, as it was the official language of the government, language of business and law courts. In this regard Maulana Azad pointed out, "One hundred and fifty years of intimate contact has made English an integral part of our educational system and this cannot be changed without injury to the cause of education in India... English has today become one of the major languages of the world, and Indians can neglect its study at the risk of loss to themselves".

In 1947, University Education Commission was appointed under Dr Radhakrishnan which recommended: "Both from the point of view of education and of general welfare of the democratic community, it is quite essential that the study of educated youths should be through the instrumentality of their regional language. Education in the regional language will not only be necessary for their provincial activities, but it will enable them to enrich their literature and to develop their culture." The main recommendations of the University Education Commission were:

- (i) More funds should be allocated to education.
- (ii) English must be gradually replaced by the mother tongue of the child.
- (iii) Co-education must be adopted at the secondary stage.
- (iv) Students must complete 12 years education in the school or an intermediate institution before entering a college.

Besides, the Commission made detailed recommendations regarding education of women, the status of teachers, and professional, technical and agricultural colleges.

The Commission recommended that English must be gradually replaced by the mother tongue implying thereby that it would continue as a lingua franca.

Keeping all the pros and cons of the problem in mind, while framing the Constitution of India our leaders declared in Article 343 that English would continue to be used for all official purposes. Article 343 of the Constitution of India reads thus:

- "(1) The official language of the Union shall be Hindi in Devnagri script.
- (2) Notwithstanding anything in clause (1), for a period of fifteen years from the commencement of this Constitution, the

English language shall continue to be used for all official purposes of the Union for which it was being used immediately before such commencement..."

(The Constitution of India,
1950: AA.343)

To conform to the needs of the learners in Independent India in terms of Article 343 of the Constitution, the Government of India constituted the Secondary Education Commission in 1953 for streamlining the educational set up at the school level. With the recommendations of this Commission, the post-independence educational set up saw the fading of the division between vernacular and non-vernacular schools as they no more conformed to the national goals and objectives. Under the Higher Secondary system of eleven years schooling, English came to be introduced as a compulsory subject and was given up as a compulsory medium of instruction.

The declaration of Hindi as the official language of India naturally affected the structure of language study in the curricula of Secondary schools. The teaching of Hindi had to be provided for at an early stage in the pupil's school career. Special provision had to be made for the learning

of Hindi as a language in addition to the mother tongue and English. This gave rise to inequality in the load borne by the students of the non-Hindi regions. A student in a non-Hindi region now had to study Hindi in addition to English and his regional language. This caused dissatisfaction in the non-Hindi states and the opposition to the adoption of Hindi as the official language of India got intensified. To overcome this the Central Board of Education devised the three language formula at its 23rd meeting held in 1956.

The three language formula devised by the Central Advisory Board of Education in 1956 was simplified and approved by the Conference of Chief Ministers held in 1961. It recommended the study of:

- (a) a regional language;
- (b) Hindi or any other Indian language in Hindi speaking areas; and
- (c) English or any other modern European language.

The Official Languages Act of 1963 clearly defined the position of English and adopted it as

"an associate official language of the Union".¹

It was decided that English would continue to be the associate official language till the non-Hindi speaking States decided otherwise. This decision to strike a fair balance between the Hindi-speaking and non-Hindi speaking people of India resulted in the passing of the Official Languages Act, 1963. But the Chief Ministers' Three Languages formula did not satisfy the Kothari Education Commission (1964-66) which gave the following modified 3 languages formula.²

1. Official Language Act, 1963

Clauses of the Official Language Bill, 1963, reads as follows:

3. "Notwithstanding the expiration of the period of fifteen years from the commencement of the Constitution, the English language may, as from the appointed day, continue to be used, in addition to Hindi:
- (a) for all the official purposes of the Union which it was being used immediately before that day; and
 - (b) for the transaction of business in Parliament."

2. Three Language Formula

The National Policy on Education adopted by the Parliament in 1968 provided in respect of three language formula is as under:

At the secondary stage, the State Governments should adopt and vigorously implement, the three language formula which includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi speaking States, and of Hindi along with the regional language and English

contd...

- (a) The mother tongue or the regional language in classes II to IV.
 - (b) The official language of the Union or the associate official language of the Union so long as it is recognized as such in classes V, VII; and
 - (c) A modern Indian or foreign language not covered under (a) and (b) in classes VIII-X.
-

2. contd...

should also be available in universities and colleges with a view to improving the proficiency of students in these languages up to the prescribed university standards.

2. Following this, a resolution on language policy was adopted in the Parliament in 1968 where inter-alia it was resolved that:

"Whereas it is necessary for promoting the sense of unity and facilitating communication between people in different parts of the country that effective steps should be taken for implementing fully in all States, the Three-Language Formula evolved by the Government of India in consultation with the State Governments;

This House resolves that arrangements should be made in accordance with that formula for the study of a modern Indian language preferably one of the Southern languages, apart from Hindi and English in the Hindi speaking areas, and of Hindi along with the regional language and English in the non-Hindi speaking areas".

The MP's Committee on Education which met from April 25 to 27, 1967, supported the above formula. It recommended that no student shall be allowed to complete Class X without studying Hindi or English at least for three years.

On December 16, 1967, the Lok Sabha adopted the Official Languages (Amendment) Bill. According to the resolution of the House:

"The compulsory knowledge of either Hindi or English shall be required at the time of selection of candidates for recruitment to the central services."

On being asked about the place of English, Dr. Triguna Sen, the then Union Education Minister, pointed out that the debate between the regional languages and English "is not an either-or issue We need both." He stated that English should continue to be studied by the students to have direct access to the growing world knowledge. This is how the current status of English was determined and English continued to have a place in the education system.

II.2.2 Syllabus of the Sixties:

In the light of the redefined national objectives for the teaching of English, it gradually

came to have the status of a compulsory language both for General and Arts and Social Sciences groups under the Higher Secondary scheme of Education recommended by the Secondary Education Commission. The Commission recommended eleven years schooling (Higher Secondary system) followed by a three-year degree course. English came to be introduced in class VI as a compulsory subject and was given up as a medium of instruction. Keeping in view the special needs of the country, more and more technical and professional institutions were established. In these institutions of higher education the medium of instruction remained English. A little later in 1965 the Official Languages Commission also felt that English was the 'key' to the store-house of knowledge not yet available in the Indian languages and a window on the rapid growth of technology and scientific knowledge.

In the wake of these objectives the syllabus drawn by the Central Board of Secondary Education was also designed to cater to the future needs of the students. It comprised of two papers having equal weightage of marks:

- (i) Paper I (75 marks) for grammar, composition and translation.

- (ii) Paper II (75 marks) covering intensive and extensive reading materials of literary language.

Paper I was devoted to written English skills viz., composition/essay writing, letter-writing, precis-writing, and usage and translation.

Paper II consisted of an abridged novel and a selection of one-act plays or short stories for non-detailed study as well as prose selections for detailed study. Even in this paper, the evaluation was done to test written English comprehension. Apparently, the emphasis was on developing writing skills on the whole.

II.3

Objectives of teaching English in present day India:

In the present day India, fanatic opposition to the study of English has almost disappeared and more and more people have begun to realize the cultural, technological and international advantages that flow from the study of English. In the wake of this new mode of thinking, the position of English was reviewed once again by the Study Group on Teaching of English in 1971. It bestowed upon English the status of a 'library language'. By 'library

language' it meant:

"...for an effective use of English as a 'link' with the wider world of thought and discovery our university student should be able to use it 'in the library'. He must learn how to read meaningfully all that appears in his field of specialist study, must become an effective notetaker and must master the art of successful silent reading with speed and comprehension"

(Study Group Report, 1971: 10).

This has added a new dimension to the teaching of English in modern India. The outmoded Macaulian objectives have rightly been replaced by a new set of objectives catering to the current needs of the learner to impart the students basic communication skills with a view to use it "as a library language", "as a source language", "as a 'link' language" and "as an associate official language" (The Constitution of India, 1950, Art: 343).

Thus, in the changed Indian conditions, the concept of English syllabus designing has to depend on the role of English in general and objectives of teaching English in particular.

II.4

The present English (Core) syllabus* (1984-85)

The existing syllabus follows the pattern of 10+2+3 scheme of 1979. It aims at developing

* For detailed syllabus see Appendix I.

'basic communication skills' - the primary emphasis on reading skills, viz., comprehension, reading and rapid reading. The basic objective in the minds of the syllabus designers, as stated in the foreword of the English Readers is that - "Core syllabus is designed to meet the linguistic needs of both the vocational as well as academic streams."

As a result, the emphasis has shifted from writing to reading skills. This shift of emphasis was enforced in 1979 when the first Secondary School examination was conducted at the end of Class X instead of Class XI under the new scheme of 10+2+3. From the academic year 1977-78, the +2 stage came into effect. The major aim of the scheme was diversification with a view to increasing the 'employability' of the students.

It primarily aims at "developing reading skills which would equip the learner to use English effectively as a library language" (English Supplementary Reader II, 1982, vii).

In this two streamed system - (a) academic and (b) vocational, English is given the status of one of the 24 languages of the core course.
The tri-lingual formula has given ^{place} to a bilingual scheme.

Accordingly the objectives of teaching English also underwent a complete metamorphosis, the emphasis being placed on reading, listening and speaking skills along with a few items of usage like tenses, voice, clauses and modals. In part II, higher level reading skills - intensive as well as extensive, graded practice in writing and speech are included.

Contents of the books:

The Core course consists of (a) English Readers I & II prescribed respectively to class XI and class XII; (b) English supplementary Readers I and II for class XI and XII respectively; (c) Guided English for class XII; (d) a set of books recommended for written English skills, consisting of A Course in Written English, Written English Communication, Writing with a Purpose and Strengthen Your Writing.

(a) English Reader I & II:

These books are for detailed study, the main emphasis being on comprehension, vocabulary and usage. As stated in the foreword of English Reader I, "While developing the syllabuses and books a genuine effort has been made to relate the discipline to the growing needs and aspirations of the modern egalitarian society". Besides, these primarily aim at "developing reading skills which would equip the learner by the end of

the Higher Secondary school to use English effectively as a library language" (English Reader I, 1977: V).

The passages selected for these readers reflect "a wide variety of themes and styles". The selections comprise of factual English (both scientific and general), the language of serious fiction, of humour, of stories, speeches and dialogues, of real-life adventure and of reflective writing.

(b) English Supplementary Readers I & II:

These texts are for non-detailed study. As stated by the curriculum-designers, in the foreword of Reader I, "It aims at developing skills which would equip the learner to use English effectively as a library language. The book shows an awareness of recent developments in linguistics and pedagogy and the pressing need to make reading an exciting adventure."

The themes covered in Supplementary Reader I are "stories, essays- reflective, personal, humorous, informative, etc. - scientific prose, biographies, adventures and plays". It also contains extracts from some of the great classics of English prose, and thus introduces the learner to the riches of its literature.

The counterpart of Supplementary Reader I, i.e. Supplementary Reader II has a slightly different selection of themes. The 19 passages in the book have been selected from fields as varied as adventure, ecology, history, literature, psychology, science and technology. The passages offer representative samples of contemporary writing.

(c) Guided English:

This is an anthology of short stories for class XII. The aim of this book is to help the learner build good reading strategies at a relatively advanced level. The stories are by modern Indian, British, Irish, Russian and African writers, who represent a variety of theme and style.

The aim of the core course is to enable the student to

- (i) understand spoken English (including a radio or a tape recorder talk) provided the talk is not too fast and is on a subject of general interest within the experience of the student;
- (ii) reply in English to straightforward questions;

- (iii) read with fluency and understand a simple pure passage in English;
- (iv) comprehend English writing on special subjects;
- (v) express himself with reasonable accuracy in speech and in writing on familiar subjects;
- (vi) extract information from encyclopaedias, dictionaries, etc.;
- (vii) communicate in his mother tongue what he reads in English.

The next chapter attempts an analysis as to what extent the aims and objectives of the syllabus as set forth by the course designers are realized.

SYLLABUS ANALYSIS OF ENGLISH - AT A GLANCE
Through the years (since its introduction in India)

	Pre-Independence Period	Post-Independence Period (1953 to 1979)	1979 to date
Objective	<p>Political motive:</p> <p>(i) to produce clerks to help the Britishers in Adm., "a class of persons who are Indians in blood but English in thinking".</p> <p>(ii) Spread of English lit. and culture among Indian natives.</p>	<p>National Objective:</p> <p>(i) to go on studying English as it was a 'window to the store house of knowledge';</p> <p>(ii) to be conversant with the latest science and technological advances.</p>	<p>National & General Objective:</p> <p>(i) to teach as 'library language';</p> <p>(ii) as a link language; and</p> <p>(iii) as the language of the latest developments in science and technology.</p>
Status of English	<p>English language is the medium of instruction and compulsory subject in vernacular schools. English as medium. Since 1921 vernacular & Anglo vernacular schools.</p>	<p>Taught as a compulsory language from Class VI to Class XI.</p>	<p>(i) Taught as one of the languages from Class VI to Class X/XII.</p> <p>(ii) Mostly the medium of instruction for higher education.</p>
Syllabus Outline	<p>Written English skill oriented - such as, precis writing, free comp. etc. Teaching of English literature and culture.</p>	<p>Selections from English literature to acquire reading skills, writing skills to be achieved by means of higher skill writing such as free composition and precis & summary, etc.</p>	<p>Acquisition of communication skills, viz., reading, speaking, comprehension and also a working knowledge of writing skills. Syllabus includes Prose selections, biographies, essays, articles, etc. Written English skill books. Selection of stories.</p>

Table no. 1

Chapter III

EVALUATION

III.1 Introduction:

"One of the problems of curriculum, as with many other aspects of education, is the enormous gap between theory and practice.. This gap exists at a number of levels, for example, the difference between what teachers suggest should happen and what can be observed in the class room, the gap between educational theory as taught in colleges and universities and the common sense practical approach of teachers in schools" (Lawton, 1973: 7). This observation appropriately sums up the position about the transitional stage in the Indian educational system, that is, the Senior Secondary school stage. As far as English syllabus is concerned there exists a gap between theory and practice - theory of syllabus designing and the concerned books. This inherent defect gives rise to the gaping gulf between theory and practice. As the members of the 'National Workshop on Syllabus Regarding English' held in 1977 felt, "the low level of attainment in English with which most of our students enter college makes it

necessary for us to be more realistic in designing our teaching programmes". For instance, in a study undertaken on the vocabulary attainment of the students, "in a typical college in Hyderabad a researcher estimated that most Pre-Degree students have passive vocabulary in the region of a thousand words, their active vocabulary would have been still more limited" (George, 1977: 37). Thus the resultant inability of the pre-degree students to read and study text books in his subjects written in English or to use reference books, let alone study his subjects through the medium of English as he is required to do in some universities.

Another investigation done by S.D. Desai on the teaching of English in the Commerce and Science faculties of the universities in Gujarat revealed that "the college entrant does not know more than 1100 vocabulary items of the General Service List. Course designers of compulsory English at college assume generally that the college entrant knows the basic 2000 vocabulary items" (Desai, 1977: 4). These studies reveal that there is lack of continuity in the syllabus for "the transitional stage" and the degree classes.

A close observation of the present set of books meant for English syllabus at the Senior Secondary stage reveals that they are not adequate for a student to attain any advancement in the basic language skills in English. Corder says that "the task of organizing a syllabus is sometimes called grading: this term implies a progression and more particularly a gentle progression" (Corder, 1973: 296). This concept of gentle progression is missing in the Secondary School syllabus. This transitional stage is, in fact, a plateau in the progression of attainment levels in English at the Senior Secondary stage. Another important factor in language teaching which gives focal position to the text books in an English course is that our education system is totally examination-oriented and the text book is the only medium through which the teacher of English 'talks'. An evaluation of this pivotal instrument, that is, the text book assumes a special significance to determine the suitability or otherwise of the syllabus.

The present study undertakes the task of evaluating the syllabus of English at the Intermediate level, that is, the +2 stage. It is a post-secondary, pre-university course of two years leading to specialization either in the academic or in the vocational field. The very essence of this new scheme of 10+2+3

is diversification - the aim of which is to avoid the students from entering into the academic channel alone and offer them opportunities of study with a view to increasing their employability as outlined in the syllabus for class XI and XII of CBSE, 1979. This has necessitated a redefinition of the objectives of teaching English as per the requirements of the new system. The purpose of teaching English (Core language) is not just to enable the students to gain proficiency in English as a second language but to learn it with a limited, practical and functional aim. The functional utilitarian aim is to learn the basic communication skills with the idea that if a student chooses to settle for a job after the +2 stage, he should be able to communicate in English. The purpose of the present study is to see how far this aim is fulfilled by the syllabus designed for the +2 stage.

In order to evaluate the English (Core) syllabus for Senior Secondary school and to arrive at objective conclusive results, questionnaires administered to the teachers and students have been analysed.

III.2

Criteria of Evaluation:

The criteria applied in the present evaluation is:

- (i) Readability of the material vis-a-vis students interests;
- (ii) ~~Imparting of the~~ basic English communication skills to students as spelled out in the objectives of the syllabus.
- (i) Readability of the material vis-a-vis students interests:

Interest is vital point in the adolescent age for any ideal learning situation. It is a generally accepted fact that if a child, more appropriately an adolescent, does not feel interested in what he is asked to learn it would hamper the learning process. If the teaching materials do not appeal to his finer sensibilities as per the requirements of his age he would show indifference to learning. As Dewey puts it: The subject matter of the text books "needs to be 'psychologized' turned over, translated into the immediate and individual experiencing within which it has its origin and significance" (Dewey, 1902: 29). This learning situation can be depicted thus:

Teaching materials or syllabus

| STUDENT INTEREST |

Learning

This psychologizing would therefore have relevance to the selection of teaching materials at the Senior Secondary stage. During the germinant period of adolescence, inclusion of some interesting literary material, adapted or original exercises a humanizing influence and helps the students to appreciate the fineries of language. "It is a fact that a thing is learned most easily and most thoroughly, and is not forgotten, if the learner, without any obvious compulsion from outside, really wants to know more about it. When he wants to learn he gives his attention, because he is not happy and satisfied if he does not" (French, 1950: 14). It is seen, therefore, that a student's learning process is directly proportionate to the interest the reading material is able to influence. Talking of the psychological needs of the student, Professor Gokak remarked "We have also to give thought to the psychological development of the student. The student has an intellectuality which he has to develop and also he has an imagination which needs to be developed. We have not provided for all these. We have been by and large insisting on his memory in our educational system. Imagination, intellect, observation and judgement have been purely accidental growth" (Gokak, 1979: 5).

(ii) The communication skills:

The need to equip the student with the basic communication skills of English is justified by the fact that English is the language of communication at the social as well as the commercial level.

"It is the language of our scholarship and it will take years before Hindi will take its place" (Munshi, The Hindustan Times, Feb. 7, 1954). What K.M. Munshi said in 1954 holds true even today. English is not only our trade link with the outside world but also a unifying link in the inter-state life of the country. So to equip the student with the communication skills in English means to equip him with the sharpest weapon to struggle through life independently. The basic communication skills that the 1979 syllabus outlines are:

- (a) Reading,
- (b) Listening,
- (c) Speaking, and
- (d) Usage.

In reading comprehension systematic practice is to be provided with fluency and understanding through interesting course materials. This is to serve the twin purpose of developing good reading habits and a rapid expansion of the learner's passive

vocabulary. Systematic listening is also to be given to the student to enable him to comprehend lectures in English and make intelligent notes on them. Spoken practice is to enable the student to acquire the ability to speak the English language with proper stress and intonation. Usage would include written work based on the reading materials and such areas as tenses, voice, clauses and modals.

III.3.1 Teachers' Questionnaire:

The questionnaire for the teachers has been designed to gather information on the following aspects of the syllabus and teaching.

- (a) Number of periods allotted to language/text book teaching.
- (b) Percentage of students showing interest in the prose selections.
- (c) Language practice provided by the 'Written English' course.
- (d) Ability of the students to read the Supplementary Readers on their own as expected of them.
- (e) Extent to which the syllabus helps in developing basic language skills.

(f) Attainment of general objectives as set out in the Core course.

The following responses were elicited from eighteen teachers of six different schools:

Only two teachers specified the demarcation between language and text book teaching. Others preferred to combine the two in all teaching periods. The details of the specific allotment are shown in Table 2.

No. of teachers	Allotment of periods to language and text-book teaching	
	Language	Text-book
8	2	6
4	3	6/5
1	1	7
4	2	4
1	3	3

Table No. 2

The variation in the allotment ratio of periods to language and text book teaching vividly proves the separate compartmentalized teaching by the teachers in the two areas. However, text material hardly allows them to spend enough time on the teaching

of language skills like Written English, pronunciation drills, Spoken English, discussion and discourses.

Learning can take place better when students evince interest in the prescribed materials. To find out the teachers' opinion on the extent to which this objective is met the following four-point scale was used:

- (i) less than 25%
- (ii) 25% to 50%
- (iii) 50% to 75%
- (iv) more than 75%

The findings of this focal point of interest are shown in Table 3.

No. of teachers	Percentage of students interested in prescribed materials
2	50% to 75%
12	25% to 50%
4	less than 25%

Table 3

The response to this question as depicted in Table 3 clearly shows that the prescribed text materials are able to generate the interest of less than 50%. This

implies that the prose selections are not on themes of interest to the students.

More than 50% of the teachers were of the opinion that the presentation of the book was boring. Thus, this method of teaching Written English skills is not popular with the teachers. The Report of the Commission on English College Entrance Examination Board, New York (1963) lists five justifications that are frequently put forward for the teaching of grammar:

- (i) The study of grammar is necessary for, at least helpful in, the eradication of faults, and consequently it develops the power to read and speak well.
- (ii) The study of grammar makes possible easier communication between the teacher and the student since the language components can be named.
- (iii) It is necessary as preparation for the study of foreign languages, since categories in different languages can be compared.
- (iv) It is a good discipline that gives training in perception and in relation.
- (v) An intelligent study of grammar reveals surprising and interesting things about the

orderliness of what the child has learned in a non-orderly way. Thus there is an intellectual appeal, aside from practical benefits.

(Ure, 1985: 72).

"The answer to the question 'Ought we to teach grammar?' is, therefore, psychologically 'yes' and linguistically 'perhaps'" (Corder, 1973: 30).

The prescribed Written English Course for teaching language skills is not popular because it hardly leaves any scope for the student to exert his imagination and creativity. The exercises, too, like those seeking one-word answers and single-sentence definitions do not throw any challenge to the student.

As the name of the Reader suggests, it is supplementary to the main prose selection. The preface states that the book is meant for "guided self-study" and "to contribute to those skills of reading which lend it maturity and fullness" (Supplementary Reader, 1977: vii). On being asked whether the students read the Supplementary Reader on their own, the majority of the teachers, 12 out of 18, answered in the negative. The responses are given in Table 4.

No. of teachers	Do the students read the Supplementary Reader on their own?
12	No
2	50% lessons
4	Yes

Table 4

Table 4, however, proves that the purpose with which the Supplementary Readers are prescribed is defeated. They fail to provide motivational reading material that can initiate the student into further reading by arousing his interest. The 1976 Report on the Supplementary Readers states that they have been prepared "keeping in view the development of reading ability with speed and comprehension, creating an urge and interest in children to read on their own, inculcating human values, social ideas as also helping the cause of national integration and international awareness" (Supplementary Reader Report, 1976: 13,14). Consequently, the students are unable to go through the Supplementary Readers on their own and develop the required reading skills.

The response of the teachers to the question whether the syllabus helps the students in developing basic English skills is not very encouraging. According

to ten of them, the syllabus does not help in developing the basic English skills, viz., reading, speaking and writing. Three teachers felt that if at all it helps in improving upon the previous performance of the students, it does so only marginally. From this one can conclude that:

- (i) the course is not interesting for the students;
- (ii) the Supplementary Readers are not able to motivate them to further reading; and
- (iii) Written English books hardly leave any scope for the students to do any creative writing.

(f) In this question a list of 15 general objectives of a language syllabus were given. (See Appendix II). The teachers were asked to answer in Yes/No. There was a uniformity in the responses. The table below gives the responses of the teachers at a glance.

Communication skill	Specific objective of each skill	Response		
		Yes	No	Partly
I Reading & Speaking	(i) including the habit of reading;	7	10	1
	(ii) inculcate capacity for independent reading;	4	13	1
	(iii) exposing the students to original writings;	4	14	0
	(iv) reading for pleasure	1	17	0

contd...

Communication skill	Specific objective of each skill	Response		
		Yes	No	Partly
	(v) increasing reading speed;	7	9	2
	(vi) reading different kinds of materials at different speeds	8	9	1
	(vii) promoting reflectiveness through discussions.	6	9	3
II. Comprehension	(i) developing the ability to interpret and evaluate the material read and critically analyse it;	5	11	2
	(ii) to answer questions, testing literal comprehension;	12	3	3
	(iii) understanding the lessons prescribed in the texts;	5	11	2
	(iv) to understand themselves and human conditions.	6	7	5
III Writing	(i) promoting reflectiveness through writing;	6	9	3
	(ii) developing ability to construct accurate sentences;	9	7	2
	(iii) developing the skill of continuous writing;	5	11	2
	(iv) the skill of writing creativity & imaginatively;	2	14	2
	(v) teaching structures and vocabulary	12	5	1

Table 5

(i) Reading Skills:

It becomes clear from the responses of the majority of the teachers that the syllabus is inadequate for inculcating the habit of reading, developing capacity for independent reading and motivating the students to read the original writings of the authors prescribed in their texts. The findings show that the students fail to develop the habit of reading. Some partial success is only achieved in the development of reading speed. Even here the scales weigh heavier towards the negative side since the ratio of positive/negative is 7:11 and 8:10 respectively. The syllabus thus is not inspiring enough to inculcate the habit of reading among the students. This is so because the material which is supposed to be motivational is itself quite uninteresting. This is confirmed as well through the findings of the students responses analysed later.

(ii) Comprehension:

Teachers response was obtained as to how far the students possessed the following two skills of comprehension:

- (a) General Comprehension
- (b) Text-oriented Comprehension.

Thirteen teachers were of the opinion that the students failed to develop the ability to interpret and evaluate the material. They felt that the prescribed texts do not help them to understand themselves and the human conditions.

The text-oriented comprehension aims at enabling the students to answer questions testing literal comprehension as well as comprehending the lessons well enough to be able to answer questions that test global understanding and drawing inferences. The students are able to respond well to the questions testing literal comprehension but very few of them, only 6 thought that the students could really comprehend the lessons.

This focusses our attention onto an important issue, viz., whether we teach English for the sake of enabling the students to understand only the prescribed text books or provide them with the skill to use it independently as a library language as pointed out in the main objectives of teaching English. Definitely our objective, and an important one, of teaching English is to enable the students to use it as a library language particularly in the domain of higher education. L.A. Hill, emphasising the importance of the text for the intelligentsia involved in the teaching of English in India, commented that for most teachers, examiners and

educational officials "the text is holy... going through the text... does not in fact teach English" (Hill, 1961, Vol. 4).

Our examination system and our evaluation techniques are also largely content-oriented and the text book is the main media of imparting the content. No wonder that the text-book assumes an importance. This is also a general complaint about lack of time for completing the course within the specified time. The complaint sounds valid because the examinations seek to test mainly the students' knowledge of the content of the texts and not whether he can use the language with any degree of facility or ease. It is a vicious circle from which we do not want to get out, as, it seems, we have found salvation in being caught up in the spokes of the wheel which turns and grates but does not move forward" (Velayudhan, 1985: 36).

(iii) Writing:

Out of the set of questions on Written English skills, the question which scored the maximum points is the one on teaching structures and vocabulary. About 66% of the teachers felt that the English syllabus is successful in teaching structural and

vocabulary items. However, on the question as to whether or not the students are able to construct accurate sentences the opinion of the teachers was equally divided. Majority of them thought that the students lacked the skill of writing creatively and imaginatively. Thus the present English syllabus is unable to develop creative English writing skills.

After having a look at the scores, one is forced to think that only grammatical-structures and vocabulary items do not make a language. Language-learning involves much more. "Besides vocabulary and grammar, there are three other constituents of a syllabus of English as a library language: Reading efficiency, Translation Skill and Reference Techniques" (Desai, 1977: 4).

An analysis of the data collected through the teachers questionnaires makes it abundantly evident that there is a general dissatisfaction among the English teachers of Senior Secondary classes about the contents, thematic choice, and the inability of the syllabus to develop communication skills. Even if a teacher wants his students to acquire a fair degree of communication skills, he is thwarted in his efforts and is totally handicapped by the

syllabus as he has to keep in mind the examination at the end of the year and can ill-afford to ignore the prescribed text-books.

1.3.2 Students' Questionnaires:

The students of classes XI and XII of the schools where the teachers had responded to our questionnaire were also served questionnaires (see Appendix III & IV) to seek their opinion on the extent to which they found their text books interesting. One section from each of six representative schools was given this questionnaire. For the purpose of this study, however, only ten sample questionnaires from each of the schools have been analysed. The theme of each of the lessons was given to facilitate easy recall of the content of the lessons and their interest level sought on the following 5 point scale.

- (i) Very Interesting
- (ii) Interesting
- (iii) Uninteresting
- (iv) Boring
- (v) Dull

Analysis of the students reading interest in Class XI texts:

The questionnaire (Appendix III) for the purpose of determining students' interest level was administered at the end of the academic year 1984-85. The end of the academic year was chosen because by

then the students are in a position to evaluate the books.

The six schools selected were the same as the ones selected for the teachers questionnaire. The 5-point scale referred above was used. However, to undertake a sample assessment the responses on first two and the last three points on the scale have been clubbed together.

Table 6 gives the results obtained on English Reader I prescribed for Class XI.

Lessons rated interesting or very interesting	% of students giving the rating	Lessons rated uninteresting, boring or dull	% of the students giving the rating
To Sir, With Love	95%	A Dialogue on Civilization	85%
The Portrait of a Lady	85%	Guidelines for a Good Talk	65%
One Life	85%	Food	80%
Hunting Big Game with Camera	75%	No Way but Onwards	65%
Father has a bad night	68%	The Battle of Freedom is Over	64%
The Kite Maker	65%	The Appointed Day	60%
No time for fear	90%	Tight Corners	55%
The Trust Property	80%		
The Ant & The Grass-hopper	85%		

Table 6

From the entire range of selection in English Reader I, the selection which has captured the imagination of the students and has fascinated them the most is 'To Sir, With Love' written by E.R. Braithwaite. Ninety-five per cent of the students have rated it as interesting because it is a story with a universal theme that would interest the students everywhere. The situation is familiar for them. This helps them to identify themselves with it and appreciate it. Moreover, the narrative is autobiographical in nature, a genre that students seem to like the most.

'The Portrait of a Lady', 'One Life' and 'No Time for Fear' - came next to 'To Sir, With Love' in the scale of popularity with the students. The common feature in all the three lessons is that they deal with realistic situations related to the lines of the authors. 'The Portrait of a Lady' is a realistic narrative giving a pen-picture of his grandmother when he was a school boy. Here the common grounds shared between the reader and the writer are that the student is able to visualize himself in place of the writer as a young school going pupil and that the grandmother in the Indian joint family system is an indulgent, sympathetic,

patronizing figure that boys and girls are fond of and friendly with.

'One Life' is an autobiographical experience of an eminent surgeon which satisfies the sense of curiosity of the students to know about the lives of great men like Christian Bernard. It is also a source of wish-fulfilment for the student and satisfies his ambitious self of becoming like Christian Bernard, a pioneer in some field. At the same time, the topic of heart-transplant gives us a peep into the strides that modern surgery and medicine are making - a field which affects each one of us. This excellent achievement arouses a feeling among the students to emulate such as example.

~~From this,~~ we cannot draw the conclusion that a topic fascinates the students because it is current and topical. Since 'Taming the Atom', another topic of recent scientific interest, in English Reader II interests only forty three percent of the students. The reason for appreciating the one and not the other lies in the differing presentation of the two. The former is a sincere and genuine representation of facts with an additional personal touch whereas the latter has a totally

prosaic and factual style that makes dull reading. Here it may be added that even without knowing the technicalities of the styles of different genres of literature, even an average student is able to differentiate between a more sensitive reading and a dull one.

Another selection in which a large number of students are interested is 'No Time for Fear'. Ninety percent of the students are interested in this narrative on the adventures of a young couple in the high mountains, an adventure which puts their life into peril and is a trial of their love for each other. Nothing else could be more appealing to a young adolescent mind than the themes of love, adventure and suspense put together. The narration of such a piece also has a realistic personal touch.

The four different prose specimens evaluated above corroborate what Professor Gokak says about the interests of the students. He states: "This world of books has to be explored by children where they may find thrilling, adventurous and captivating stories; where they may actually 'live' the situation" (Gokak, 1979: 10). In all these lessons the students are able to 'live' the situation, identify themselves with the characters and hence their popularity with them.

'Hunting Big Game with Camera' and 'Father has a Bad Night', are thus two prose selections which are popular among 75% and 65% students respectively. Both these lessons appeal to the students on account of their wit and humour. The reason / ^{that the} former lesson, however, is more interesting for the student as it has the additional ingredient of real life adventure. This is the kind of expedition the students would like to enjoy in life as well. Sheer thrill of such light humorous writing gives comic relief to the students mind then why the theme of humour dealt with in 'Father has a Bad Night' is less popular among the students, the difference in rating being of ten per cent. The reason here is that humour in this narrative is rather too personalized. The writer comes in between the reader and the reading material. It is like Thackeray who holds the finger of the reader and makes him go through Vanity Fair. 'In such a writing the writer instead of being a help' becomes a hinderance in the sheer enjoyment of the reader. Such a personalised touch sometimes does not allow the reader to transport himself into the world of make-belief as in the present case. Thus the reduced degree of enjoyment. 'The Ant and Grasshopper' a story by Somerset Maugham gives pure delight to the youngsters, as some of them

always, and some of them sometimes, may like to lead the bohemian life of the young handsome hero depicted in the story.

Even within the genre of short story which happens to be favourite with the students, they show a marked preference for some stories over others. 'The Trust Property' and 'The Kite Maker' are two such stories with similar Indian settings, but the students prefer 'The Trust Property' over 'The Kite Maker'. The reason for this is that 'The Trust Property' like 'The Mark of Vishnu' exposes the superstitious beliefs of an illiterate Indian and a young mind would like to see superstitious and other such beliefs crumbling down. This story also deals with adolescent delinquency which makes the students identify themselves with the situation and take more interest in it whereas 'The Kite Maker' - a story by Ruskin Bond in spite of the familiar Indian setting interests only sixty-five per cent of the students. 'The Kite Maker' receives less appreciation because it is a slow and somewhat serious narrative and the idea of an old man as the hero probably does not fascinate the young minds. Moreover, they shirk looking at the stark reality of old age though at the same time, the poignant and touching situations in the story make it popular with some of the students.

Amongst the passages which are rated uninteresting or dull by the students is 'A Dialogue on Civilization'. Though a dialogue should interest the students as it helps create a sense of participation in the conversation, yet eighty five per cent students feel that it is either dull or boring because the selection does not match with their age-group and does not in any way quench their sense of curiosity. The same is true of 'Food' which imparts information most of the students already have. Moreover, for students belonging to the science group, such information is far below their standard. It also makes too prosaic a reading.

Sixty five per cent students are not interested in 'Guidelines for a Good Talk' and 'No Way But Onwards' because both these lessons make monotonous reading. Presentation of the material is dull. The point is proved when we draw a comparison between 'Good Talk' and the 'To Sir, With Love', which cover somewhat similar topics concerning the basic courtesies in talk and behaviour. It is the presentation through a real situation which has made the latter a highly acclaimed prose specimen and the former a totally unpopular one.

'The Battle of Freedom is Over' and 'The Appointed Day' also come under the category of uninteresting reading for two reasons - one, that originally these two are speeches and two, that these topics have been so oft-repeated for the students that they do not find in them anything novel which can hold their attention.

'Tight Corners' by E.V. Lucas, notwithstanding that it is a story, has fallen into the category of being unpopular. This is so perhaps because the humour in it is too subtle and dry for the students and the setting totally alien.

On the whole English Reader I can be considered tolerably readable because as compared to its counterpart, English Reader II, it has more interesting passages than the uninteresting ones.

English Supplementary Reader I for Class XI:

As stated earlier, this is the rapid reader which aims at developing the habit of self-study or inculcating the habit of extensive reading. Table 7 tabulates the students responses and the lessons in this reader.

English Supplementary Reader I

Lessons rated interesting or very interesting	% of students giving the rating	Lessons rated uninteresting, boring or dull	% of students giving the rating
The Model Millionaire	100%	Over Population	100%
Sparrows	90%	(a) Road not Taken	
The Last Leaf	95%	(b) Road Taken	95%
My Ordeal in a Jungle Air Crash	95%	Goldsmiths	100%
My Brother, My Brother	85%	Migration of Birds	80%
Lost Dollar	80%	Giant Killer	80%
University Days	80%	What Science Is	75%
Alone in Atlantic Ocean	70%	Stop, Look and See	75%
The Adventures of Tow Swayer	65%	The War of the Worlds	70%
Pickwick Papers	70%	Dear Departed	65%
Pride and Prejudice	70%	Gullivers Travels	65%
The Mill on the Floss	75%	Gandhi	65%
The Man with the Scar	75%	Pomegranate Trees	75%
Pygmalion	90%	Ramanujan	65%
		Mother Teresa	60%
		Nancy Hanks	55%

Table 7

As we see from Table 7, 'The Model Millionaire' by Oscar Wilde in Supplementary Reader I, interests cent per cent students. In this story Oscar Wilde is able to create a suspense till the end and the 'sting in tail' provides thrill to the young minds. 'The Model Millionaire' appeals to the intellect of the students, then 'The Last Leaf' by O'Henry and 'Sparrows' by K.A. Abbas cater to their emotional selves. The touching theme of the latter two stories stirs their emotions. Besides, these two stories have universal appeal as they deal with themes of common human interest.

'My Brother, My Brother', 'My Ordeal in a Jungle Air Crash', 'Alone in Atlantic Ocean' and 'The Adventures of Tom Swayer' all quench the students urge for adventure. The more a lesson is full of adventure, the more it goes up in the scale of popularity. Since the first three refer to personal experiences they are more realistic and interest the students more. The student would themselves like to undertake such adventures and emerge out victorious. Therefore, heroic actions and thoughts boost the ego of the adolescents. The last lesson, 'The Adventures of Tom Swayer' is also an adventure but it is a story which has already been read over and over again by the students. Thus too much of familiarity reduces its degree of interest as no suspense is involved

there. 'My Ordeal in Jungle Air Crash' is exceptionally popular among the students because it is the ordeal which a young innocent girl goes through all alone. She ultimately emerges out victorious and is saved due to her daring courage and resolute determination. The young minds would always crave for such courage and determination and a total identification with such a situation is, therefore, natural.

Next to narratives, the passages dealing with humour like 'The Lost Dollar' and 'University Days' are interesting for the students on account of their tinge of humour and make interesting reading. Only seventy to seventy-five per cent students are able to appreciate the classical touch and style of the great masters like Charles Dickens, Jane Austen, George Eliot and Somerset Maugham. 'Pickwick Papers', 'Pride and Prejudice' and 'The Mill on the Floss' - certainly motivate the students to know about these classics.

Another highly acclaimed writer is Somerset Maugham. His story, 'The Ant and the Grasshopper' in the other anthology is equally popular with the students as is his story 'The Man with the Scar'. Professor Gokak's suggestion about the selections in the Supplementary Reader seems appropriate when he says that we should provide "passages of high and subtle

emotional, imaginative and intuitive appeal. Include passages which may not be understood, which may only be dimly or half-understood. They have a great value and even that kind of half-understanding which stirs some of the hidden faculties in him, his moral, his emotional and intuitive nature". The concept of half understanding is proved in students appreciation of extracts from classics which are not complete in themselves. This very half-understanding can be their motivational force to read the originals if it succeeds in arousing their curiosity.

'Pygmalion' by Bernard Shaw is a play that is also very popular with the students. This seems to show that the genre of English drama also interests the students as much as the genre of short story. 'Refund' by Fritz Karinthy in English Reader II has also been highly appreciated by the students.

Topmost amongst the lessons that the students find uninteresting in Reader II are 'Over Population' and 'Goldsmiths'. This is so because of the very nature of the themes as well as the prosaic style. 'Road Not Taken' and its rejoinder 'Road Taken', though reflective in nature, lack appeal for the students. The style of the former is dull and that of the latter far too difficult for the students to understand.

It fails to create even a 'partial understanding' because of the difficult theme of the poem as well. The selection therefore is inappropriate for the level of Senior Secondary school students.

Amongst the other lessons that the students find uninteresting or dull are 'Migration of Birds' and 'The Giant Killer'. In spite of their being informative, the presentation of these prose passages is rather monotonous and provides no challenge to the exuberant spirit of the students.

It is generally believed that young students are interested in science fiction. But the fact that seventy per cent to seventy five per cent of the students shun reading 'The War of the Worlds' and 'What Science Is' forces us to think otherwise. Again, the selection of these passages does not match with the challenge that science fiction could throw. Similarly, 'The Pomegranate Trees' makes a dull reading for the students because of its length and uninteresting style in which it is presented.

The selection from the novel 'Gullivers Travels' and the play 'The Dear Departed', one would normally expect to be of interest to the students but the percentage of the students finding them interesting proves

otherwise. Extract from 'Gullivers Travels' is perhaps not appreciated because the students have been reading the story in the lower classes as well and the repetition takes away the element of interest out of it that one could expect otherwise. 'The Dear Departed', a humorous satirical play lacks appeal to the students again for the simple reason of being an oft-repeated play.

III 3.3. Analysis of Students Reading Interest in Class XII Texts:

Considering that at the end of Class XII students have a better understanding of the syllabus after studying it for almost 2 years, their assessment should be significant pointer to the right type of selections ^{that} deserve inclusion. Students response to English Reader II, Supplementary Reader II and Guided English are examined here for the purpose. The 5-point scale used for Class XI readers has been employed for the Class XII Readers as well. Table 8⁷ gives the percentage of students showing interest in the various lessons of English Reader II.

English Reader II

Lessons rated interesting or very interesting	% of students giving the rating	Lessons rated uninteresting boring or dull	% of students giving the rating
My Struggle for Education	85%	Australia	60%
My Watch	77%	Taming the Atom	58%
A Village Cricket Match	60%	I am John's Heart	57%
Delilah	58%		
Ideas that have helped Mankind	50%		

Table 8

As is apparent, students seem to find only fifty per cent lessons of this Reader interesting. The rating of the 'My Struggle for an Education', an autobiographical sketch by Brooker T. Washington is the highest. This lesson relates the experiences of the author who as an ambitious young boy despite all the hinderances in his way emerges victorious in the end. Besides this autobiographical piece of writing all the three lessons on humour also interest the students. All three of them represent a different variety of humour. 'My Watch' is a specimen of English humour but the style

of narration lends it a personal touch whereas 'Delilah' is an account of a porcupine's exploits to escape from a zoo. 'A Village Cricket Match' represents pure English humour with a satirical remark here and there.

The reflective essay of Russell 'Ideas that Helped Mankind' appeals to only fifty per cent of the students. The rest of the lessons are indicative of the themes that are unpopular with the students. 'Australia's Rabbit Problem', an extract taken from Children's encyclopaedia, 'Taming the Atom' and 'I am John's Heart' get poor response. Considering the fact that Core Course is meant for the majority of the students belonging to the various streams of study - science, humanities, and commerce, the selection of the lessons should be of general interest holding a universal appeal. However, in the present selection whereas some of the lessons are far too easy for the science students, they are uninteresting for the humanities students on account of their scientific details.

English Supplementary Reader II:

This book is defined as an extensive reader meant for rapid reading and inculcate the habit of self-help among the students.

English Supplementary Reader II

Lessons rated interesting or very interesting	% of students giving the rating	Lessons rated uninteresting, boring or dull	% of students giving the rating
My Days at School	88%	New Bullock Cart Design	85%
A Walk Through the Fire	83%	Is Science Useful	80%
The Last Lesson	77%	The Creeping Deserts	75%
The Man Who Knew Too Much	75%	Man in Modern World	73%
Robert L. Ripley	73%	Letter to President Roosevelt	63%
Refund	73%	Lunar Science	62%
The Awakening of Women	60%	Inca's Last Stronghold	64%
The Habit of Reading	50%	Olympia Games	60%
The Long Childhood	50%	Afloat over Africa	60%
		The Summit	55%

Table 9

The two-point scale of interesting vs. uninteresting evolved out of the original five-point scale shows that out of a selection of nineteen lessons only seven were found very interesting, two had a fifty per cent rating and ten were found uninteresting by the students.

The lessons in this selection which interest them the most are 'My Days at School' and 'The Last Lesson'. Both these lessons share the common feature that they narrate the autobiographical experiences of famous men. Narration of such personal experiences stirs the emotions of the adolescent minds of the students and appeals to them. They are also fascinated by themes of thrill and adventure. Hence 'A Walk Through the Fire' is rated by eighty-three per cent students as interesting. Seventy three per cent of the students rated 'Robert L. Ripley' as interesting as it satisfies their spirit of enquiry into the life of a well known person. The theme is biographical in nature.

The other lessons that appeal to the students are 'The Man Who Knew Too Much', 'Refund' and 'The Awakening of Women'. The first two are on their favourite theme of wit, humour and satire. 'The Awakening of Women' is on a topic of social importance and deals with an every day problem depicting things happening all around us.

Amongst the uninteresting lessons students found the technical details of 'New Bullock Cart Design' utterly uninteresting, Eighty five per cent of the students shared this opinion. Another specialized topic 'Is Science Useful?' was also unpopular among eighty

per cent of the students. 'The Creeping Deserts', 'Man in our Modern World' and 'Letter to President Roosevelt' have contemporary informative content but seventy five to sixty three per cent students found these lessons to be uninteresting. The specialized nature of 'Inca's Last Stronghold' could make only forty four per cent students interested in it. 'Olympic Games', otherwise an area of interest for the young learners, does not hold the interest of more than sixty per cent students because it is prescribed in the reader of Class VIII thus turns out to be sheer repetition. Also the lesson imparts far less information than what the students possess from their own reading. 'Afloat Over Africa', though the account of an adventure, again does not appeal to the students as it sounds unfamiliar to them.

The lessons that get the appreciation of only fifty per cent of the students are 'The Habit of Reading', a reflective article, 'The Long Childhood', an account of a man's predicament as compared to the other species, and 'The Summit' an expedition to Everest. Though such reflective essays are not enjoyed by all the students, they are informative in nature and therefore deserve inclusion in the Supplementary Reader.

Thus, the students response to the Supplementary Reader II as in case of Class XI again shows that all

the selections are not interesting enough to enthuse and motivate the students into further reading in the language. Professor Pandurangi has aptly summed up the nature of a Supplementary Reader when he says that it should be prepared "keeping in view the development of reading ability with speed and comprehension, creating an urge and interest in children to read on their own, including human values, social ideas as also helping the cause of national integration and international awareness" (Workshop on Supplementary Readers: Report, 1976: 13). The Supplementary Readers prescribed for classes XI and XII would be found to be far from the ideal if judged by the above requirements. Out of a total of nineteen lessons the students find twelve (about sixty-three per cent) uninteresting, boring or dull. Such a large number of uninteresting to dull topics may rather create a feeling of indifference amongst the learners thus defeating the very purpose of motivating the students into further reading.

(c) Guided English:

This book is representative of that unique genre of literature which usually finds favour with all age groups viz., the short story. The main aim of the short story as stated in the preface to the selections

is to help the learner build good reading level. Primarily devoted to advanced reading comprehension, it aims at providing greater insights into the language and enrichment of learner's vocabulary. The eight short stories included in this collection are by modern Indian, British, Irish, Russian and African writers. The responses of the students to this book have shown greater consistency and have been remarkably encouraging. Table 12 gives the students responses.

Name of the Story	% of the students giving the rating
The Mark of Vishnu	95%
The Male Factor	82%
Mrs Packletide's Tiger	80%
Drought	82%
Captain Patch	77%
Going into Exile	68%
God is Near	68%
Coin Diver	70%

Table 12

Even a quick glance at the table above would reveal that the stories in the book have been favourably accepted and appreciated by the students. The only

difference here is in the degree of appreciation or interest which naturally varies from story to story. The scores show that 'The Mark of Vishnu' has proved to be an exceptionally interesting story for the students because it presents a theme with which the students are absolutely conversant and thus show a complete understanding and unqualified appreciation of the whole story.

The other three stories which hold the interest of eighty per cent to eighty two per cent of the students are: 'The Male Factor' by Anton Chekhov, 'Drought' by Sarat Chandra Chatterjee and 'Mrs Packletide's Tiger' by Saki. All these have the masters' touch dealing with universal human feelings and sentiments. 'The Male Factor' is the story of a poor helpless man prosecuted by the law for a small offence which he commits due to poverty. 'Drought' by an Indian writer, has an Indian background and is easily comprehensible by the students. Its theme again has a universal appeal as it deals with the eternal class conflict between the haves and have-nots.

The reason of appeal of 'Captain Patch' and 'Coin Diver' is obvious. Nothing interests an adolescent mind more than the themes of love and both these stories have this common theme. In the former, Captain Patch uses disguise, an interesting device to achieve his end.

In the latter, sacrifice is the key note of the hero's life who ultimately succeeds in winning his love.

'Going into Exile' and 'God is Near' are a little less popular with the students because the background of these stories is alien and there is ambiguity in the theme. As a result only sixty eight per cent of the students have found these two stories interesting.

Though the genre has contributed to the appreciation of the selections in this book, the selections too have lived up to the title used for them, viz., 'Guided English'. It is this type of guided reading that the students need to be provided.

Chapter IV

Conclusion

IV 1. Major Findings:

The preceding study has attempted to evaluate the English Core syllabus at the +2 stage and to assess the extent to which it achieves its aims and objectives, and helps to develop in the students such (communication) skills as would enable them to use English as an effective medium of communicating and understanding ideas, thoughts, philosophy, scientific and technological knowledge and the like. The analysis clearly points at the gaping gulf between desired attainment and actual achievement.

Regarding communication skills, the finding is that the habit of rapid reading cannot be inculcated with the help of the present Supplementary Readers. These readers are supposed to be read by the students themselves with occasional help from the teachers but the fact remains that they are read out aloud in the class by the teacher. This is so because the students are unable to understand a large number of lessons as they find them to be uninteresting, dull and the texts instead of providing motivating reading

material are a hinderance to their understanding.

They fail, thus, to initiate the student to undertake further reading on his own and to inculcate the habit of reading in him.

The skill of speaking is also not developed as the syllabus does not leave time with the teacher to organise group discussions in the class. Lack of spoken practice renders the students unable to speak fluently with proper stress, the ability in the students to comprehend the speech of people with different regional accents. Special lectures, too, can be a help in this.

Since the approach is examination-oriented, the only skill in which students seem to have achieved some success is the skill of literal comprehension of the text. They are also able to answer questions based on the text though here, too, they lack a global understanding and are unable to draw inferences.

The number of prose selections prescribed in the syllabus for Class XI as well as Class XII are more than can be taught in the allotted class hours. Thus, only ten per cent to fifteen per cent of the time for teaching English is devoted to the teaching of communication and intonation. They develop an

inhibition to converse in English and this continues throughout their lives.

The Written English Course, too, gives very restricted practice in writing. Far from developing the ability to practice imaginative and creative writing. It merely enables the students to answer questions mostly in one word or one sentence. Thus the present course fails to develop the habit of continuous writing. The teachers opined that the changes brought about through the Written English Course in 1979 compared to the traditional language practice given earlier, has not helped to improve the students expression in any way.

Listening exercises are also confined only to listening of the text read aloud by the teacher in the class room. The text-oriented examination approach leads to this practice. The media can be fruitfully used for developing skills. The situation can be remedied by providing for increased teaching hours. This would be a better alternative to reducing the course content.

Of course, an overwhelming majority of the teachers found that not more than fifty per cent of the students were interested in the prescribed texts.

The selections could be improved from the point of view of interest level of the students. This has been revealed by the students responses as well to the questionnaires given to them.

The students showed a marked preference for short stories, autobiographical writing, biographical narrative and real life adventure. They also showed interest in excerpts from the classics, especially those that echo the feelings and aspirations of their adolescent years. By and large, they have shown great liking for Indian writers in English as the cultural milieu against which these writers set their themes is familiar to them.

Topics of specialized interest such as 'I am John's Heart', 'Bullock Cart Design', 'Is Science Useful' and 'Taming the Atom' largely failed to interest the students. The social sciences students find the technical details dull whereas the science students find them merely factual kind of facts they deal within their science books. Thus the claim: "students would be more strongly motivated by writings which deal with the contemporary scene than the writings of the earlier times" (English Supplementary Reading II, 1978: vii) does not seem to be well-founded.

IV.2. Future Projections:

An analysis of the responses of the teachers and the students made in Chapter III and the major findings given in Chapter IV make it abundantly clear that there is need for reorganizing the syllabus in order to make it conform to the objectives of teaching English. The following suggestions are made based on the major findings listed above.

(1) The skill of translation which has been dispensed with of late, should be reintroduced as it at times assists the students in the better understanding of the concepts. This was also one of the recommendations of the Study Group on the Teaching of English set up by the Ministry of Education in 1971.

(2) Free composition may also be given an adequate place in order to give the students enough practice in Written English and enable them to fully express themselves in English. Students are also required to show their skill in this art in various competitive examinations they may choose to appear in.

(3) Themes of educative nature, specially dealing with third world technology and space research need to find a place in essays on computers, robots, electronics and space travel, would normally be of interest

to the students.

(4) Since the students showed a marked preference for short stories, the selections in this area could be improved. Stories by such masters as Maupassant, Prem Chand, Leo Tolstoy, ^{and some more stories by} Rabindra Nath Tagore could be included. Also, it may be worthwhile to include stories from Latin America, East Europe, Middle East and neighbouring countries.

(5) Special literary genres like poetry, drama, one-act plays, abridged fiction could also be introduced as it would expose them to the various forms of literary writing.

(6) Translated version of the great Indian classics like Mahabhartta and works of Kalidas may be included to give a glimpse to the students of the rich cultural heritage of India.

While designing the curriculum, the teachers actually engaged in the teaching of English to Class XI and XII should be associated with it. This would easily be managed through seminars and workshops organized for the purpose. Further research also needs to be done into students reading interests at this age.

The present study could not by any means be considered exhaustive in evaluating the English syllabus of the Senior Secondary stage. The study has been

limited to an evaluation of the syllabus done by teachers and the students alone. An analysis of the students achievement in the various skills of language can also be useful for the purpose. Besides, the texts can also be evaluated independently for their readability level.

Bibliography

- Bannet, W.A. (1968). Aspects of Language and Language Teaching. Cambridge: University Press.
- Bhatia, A.T. (1977). 'Theory of Discourse and the Teaching of English Composition to Undergraduate Students', CIEFL Bulletin: XIII. 2.59-70.
- Corder, S.Pit (1973). Introducing Applied Linguistics. London: Penguin Education.
- Cornback, L.J. (1955). Text Materials in Modern Education - Illinois. USA: University of Illinois.
- Desai, S.D. (1977). 'English as a Library Language'. CIEFL Newsletter, 23. 4-6.
- Dewey, John (1902). The Child and the Curriculum. Chicago: University of Chicago.
- _____ (1967). Democracy and Education. New York: The Free Press.
- English Language Teaching Institutes in India (1979). A Report: XIV Annual Conference, Hyderabad: CIEFL.
- French, F.G. (1950). The Teaching of English Abroad, Part III. London: Oxford University Press.

- Gaind, D.N. & Sharma, R.P. (1972). Teaching of English as a Second Language. Agra: R.P. & Sons.
- George, P.T. (1977). 'Bridging the Gap between School & College - Report of a try out of the Stairway Reading Course'. CIEFL Bulletin. XIII, 1, 37-49.
- Halliday, M.A.K., McIntosh Angus, Strevens, Peter (1964). The Linguistic Sciences & Language Teaching. London: Longman.
- Krishnamurthi, J. (1968). Education and the Significance of Life. London: V.G. Ltd.
- Kulshrestha, Indira (1979). Supplementary Readers in India - A Book of Readings. New Delhi: NCERT.
- _____ (1976). Preparation and Evaluation of Supplementary Readers in English Under the New 10+2 Pattern of Education: A Report of the Workshop, 6-11 Sept. 1976. New Delhi: NCERT.
- Lado, Robert (1964). Language Teaching - A Scientific Approach. Bombay: Tata McGraw Hill Publishing Co. Ltd.
- Lawton, Denis (1973). Social Change, Educational Theory and Curriculum Planning. London: Hodder and Stoughton.

- Lyons, John (1970). Chomsky, UK: Fontana Modern Masters.
- Mackey, William Francis (1969). Language Teaching Analysis. London: Longmans Green & Co. Ltd.
- Nandkarni, M.V. (1977). 'Syllabus Reform in India'. CIEFL Newsletter: XIII. 3. 13-15.
- Palmberg, Rolf (1978). 'Strategies of Second-Language Communication'. CIEFL Bulletin XIV. 2, 1-8.
- Prabhu, R.K. & Rao, U.R. (1967). The Mind of Mahatma Gandhi. Navajivan Press.
- Quirk, R. (1962). The Use of English. London: Longmans.
- Quirk, R., Smith, H.A., Mittins, W.H. (1964). The Teaching of English. London: Oxford University Press.
- Teaching of English (1971). Report of the Study Group. New Delhi: Ministry of Education and Youth Services.
- The Study of English in India (1967). Report of a Study Group appointed by the Ministry of Education, Govt. of India.
- Ure, J.M. & Velayudhan, S. (1985). Perspectives on English Language Teaching. Delhi: Macmillan India Limited.
- Whitehead, A.N. (1962). Theory of Education. London: Earnest Benn Ltd.

Detailed syllabus of English Core Course -
Class XI and XII for the years 1984-85

I English syllabus for class XI

- (a) English Reader I
- (b) English Supplementary Reader I
- (c) Usage and Composition:
 - (i) Usage
 - (a) Tenses
 - (b) Voice
 - (c) Complex and Co-ordinate Clauses
 - (d) Modals.
 - (ii) Composition:
 - (a) Mechanics of Writing (Punctuation, indexing, subtitling, the use of parenthesis, abbreviations).
 - (b) Basic tasks of composition:
 - (i) Different types of organisation of a paragraph and the use of the appropriate sentence linkers to indicate that organisation.
 - (ii) The overall organisation of larger pieces of writing (i.e. ways of arranging them into paragraphs).
 - (iii) One passage of 150-200 words with questions on comprehension.

II. English Syllabus (Core) for Class XII:

- (a) English Reader II
- (b) English Supplementary Reader II
- (c) Guided English - A Collection of Short Stories.
- (d) Higher level writing skills:

Reporting, recording, the abstracting and summarizing; extracting factual descriptions. Books recommended for attaining these skills:

- (i) A Course in Written English
- (ii) Written English Communication
- (iii) Writing with a Purpose
- (iv) Strengthen your Writing.

Selections - the classification:

English Reader-I

The passages that constitute the reading material of the book include factual English (both scientific and general), the language of serious fiction, of humour, of stories, speeches and dialogues of real life adventure and of reflective writing.

Factual English (Essays)

General

Paul Julius Reuter by Harry McNicol.
No Way But Onwards by Isaac Asimov.

Scientific

Food by JBS Haldane.

Language of serious fiction

The Kite Maker by Ruskin Bond
The Trust Property by Rabindra Nath Tagore

Speeches and dialogues

(a) The Appointed Day by Jawaharlal Nehru
(b) The Battle of Freedom is Over by Sarojini Naidu
A Dialogue on Civilization by C.E.M. Joad.

Autobiographical/biographical

To Sir, With Love by E.R. Braithwaite
Father has a Bad Night by Clarence Day
One Life by Christian Bernard
The Portrait of a Lady by Khuswant Singh.

Adventure and Humour

Hunting Big Game with Camera by Radclyffe Dugmore.

Real Life Adventure

No Time for Fear by Philip Yancey.

Light Fiction

Tight Corners by E.V. Lucas

The Ant and the Grasshopper by W.S. Maugham.

English Supplementary Reader IStories

My Brother, My Brother by Norah Burke
 The Adventures of Tom Swayer by Mark Twain
 The Model Millionaire by Oscar Wilde
 Sparrows by K.A. Abbas

Extracts from Classics

The Pickwick Papers by Charles Dickens
 Gullivers Travels by Jonathan Swift
 The Mill on the Floss by George Eliot
 Pride and Prejudice by Jane Austen
 The War of the Worlds by H.G. Wells

Factual English (Scientific)

What Science is by Maurice Goldsmith
 The Giant Killer by Irving Robin and Samuel
 Nisenon.

The English (Essay)

Stop, Look and See by John Kord Lagemann
 Migration of Birds by Jamal Ara
 The Goldsmiths by Ronald Mackin and William
 F. Hawkins.

The Last Leaf by O. Henry
 The Man with the Scar by Somerset Maugham
 The Pomegranate Trees by William Saroyan
 Pygmalion by G.B. Shaw
 Ramanujan by C.P. Snow.

English Reader II:

Essays

Fight Against Malaria by William & Stella Nida
 Taming the Atom by William & Stella Nida
 Ideas that have helped Mankind by Bertrand
 Russell.

Biographical/Autobiographical:

My Struggle for an Education by Brooker T.
 Washington.

Stories

My Watch by Mark Twain
 Delilah by Gerald Durrell.

Humour

A Village Cricket Match by A.G. Macdonell.

English Supplementary Reader II:

Essays

The Habit of Reading by S. Radhakrishnan
 Man in our Modern World by William Pickles
 The Olympic Games by Cliff Temple
 New Bullock Cart Design by S. Balaram
 Lunar Science (Time Magazine)
 Is Science Useful by Isaac Asimov.
 The Creeping Deserts (Time Magazine)

Letter

Letter to Roosevelt by M.K. Gandhi

Adventure

Afloat Over Africa by Anthony Smith
The Summit by Edmund Hillary
A Walk Through the Fire by A.D. Smith

Biographical

Robert L. Ripley by Dale Carnegie
My Days at School by R.K. Narayan
The Long Childhood by John Bronowski
The Last Lesson by Alphonse Daudet

Guided EnglishStories

The Mark of Vishnu by Khuswant Singh
The Malefactor by Anton Chekhov
Mrs Packletide's Tiger by Saki
Drought by Sarat Chandra Chatterjee
Captain Patch by T.P. Powys
Going into Exile by Liam O' Flaherty
God is Near by James Herriot
Coin Diver by Cyprian Ekwensi

Questionnaire I
(For Teachers)

TO EVALUATE THE SYLLABI OF CORE COURSE OF ENGLISH
AT +2 STAGE PRESCRIBED BY CBSE

1. Name :
2. Name of the school where you are teaching:
3. Teaching Experience: yrs.
4. No. of periods per week allotted to English:
5. Duration of each period:
6. If separate allocation is made for teaching language and prescribed text, please indicate number of periods per week allotted to each:
 - (i) Language teaching:
 - (ii) Prescribed texts :
7. Do you use any other book, teaching material or aids for improving their language skills, if so, please specify the name of the books and the nature of the aids:
8. Are the prose selection prescribed in the syllabus
 - (i) More than can be taught in the allotted class hours:

yes/no
 - (ii) Less than can be taught in the allotted class hours:

yes/no
 - (iii) Just the right number:

yes/no

9. Do the Prose selections interest the students
- (i) Less than 25%
 - (ii) 25% to 50%
 - (iii) 50% to 75%
 - (iv) More than 75%.
10. If your students don't find the themes of the passages prescribed interesting, please indicate what kind of themes would interest them?
11. Do you find the written English course book prescribed for teaching language skills useful.
- yes/no
12. How relevant do you find the practice that is sought to be given through the Written English Course compared to the traditional type of language teaching that existed prior to 1979:
- (i) Written English Course provides better language practice than the traditional type.
- yes/no
- (ii) There is no difference between the two.
- yes/no
- (iii) There is difference between the two.
- yes/no
13. (a) Do the students read supplementary Reader (as recommended in the foreword) on their own?
- yes/no
- (b) If yes, then, do you hold discussions in the class about the lessons in supplementary Reader?
- yes/no
14. Does the existing syllabus help in developing and improving the basic English skills viz. listening, speaking, writing and reading, etc.
- yes/no

15. What changes, in your opinion, in the present syllabus would make English teaching more effective, please write briefly.
16. Given below is a list of objectives of a language syllabus. Tick mark those you consider relevant to the Core Course of class XI and XII.
- (a) inculcating in students, the habit of reading.
 - (b) developing the capacity for independent reading and appreciation.
 - (c) Exposing students to original writings.
 - (d) developing in students the habit of reading widely for pleasure.
 - (e) teaching the basic English structures and vocabulary.
 - (f) developing the ability to interpret and evaluate what is read through critical and analytical perception.
 - (g) increasing reading speed.
 - (h) developing the ability to answer questions testing literal comprehension.
 - (i) understanding the lessons prescribed in the text books.
 - (j) developing the ability to read different kinds of materials at different speeds.
 - (k) helping students understand themselves and the human conditions.
 - (l) promoting reflectiveness through discussion and writing.
 - (m) develop the ability to construct accurate sentences.
 - (n) developing the skills of continuous writing.
 - (o) developing skills of writing creatively and imaginatively.

Questionnaire 2
(For class XII students)

We want to know whether you have enjoyed reading the lessons in your English books.

To help you recall the contents of your lessons, we are giving here briefly in a sentence of two the theme of each one of them.

Against each lesson you have to give your rating about how interesting you found the particular lesson to be. You are required to indicate the degree of interest by writing in the place provided the appropriate number from the following 5 point scale of interest:

Very Interesting	-	1
Interesting	-	2
Uninteresting	-	3
Boring	-	4
Dull	-	5

For example, if you find a particular lesson 'Interesting' write 2 thus:

(2)

and, if you find the lesson 'Boring' write 4 thus:

(4)

The following are the lesson and their themes from your text 'English Reader II'

1. Fight Against Malaria by William and Stella Nida is the story of Sir Ronald Ross, the discoverer of the parasite of malaria.

Give your rating here: ()

2. Taming the Atom from 'Science and the Progress of Mankind' is about the various applications of the atom and how the atom can prove to be our saviour from the energy crisis.

Give your rating here: ()

3. My Struggle for an Education by Brooder T. Washington narrates the trial and travails of the American negro educationist, Brocker T. Washington, in his search for higher education in 1872.

Give your rating here: ()

4. Australias' Rabbit Problem from Children's Encyclopedia deals with the problems perpetrated by the presence of innocent looking rabbits on the Continent and the menace that they proved to be.

Give your rating here: ()

5. I am John's Heart by J.D. Ratcliff describes the construction of the heart, various reasons that cause heart attacks and ways and means to prolong the life of a heart.

Give your rating here: ()

6. My Watch by Mark Twain mixes humour with wit to show how sophisticated instruments need expert handling. The watch is an example to illustrate the point.

Give your rating here: ()

7. Delilah by Gerac Durrell is the zoo story of the author's experiences with a beautiful porcupine named Delilah.

Give your rating here: ()

3. Ideas that Have Helped Mankind by Bertrand Russell gives a

philosophical account of man's predicament in the modern world.

Give your rating here: ()

9. A Village Cricket Match by A.G. Macdonell is a humorous account of a village cricket match.

Give your rating here: ()

The following are the themes of the lessons in your text 'English Supplementary Reader II'.

1. The Habit of Reading by S. Radhakrishnan raises the question about the need for inculcating the habit of reading.

Give your rating here: ()

2. Robert L. Ripley by Dale Carnegie is the life-story of the famous American cartoonist, the creator of the world famous cartoon strip 'Believe it or Not'.

Give your rating here: ()

3. Man In Our Modern World by William Pickles is an account of the evolution of man from the cave-man to the modern internationalist.

Give your rating here: ()

4. The Olympic Games by Cliff Temple provides an historical account of the games from their inception till 1972.

Give your rating here: ()

5. The Man Who Knew Too Much by Alexander Barron is the story of a man who could not fulfil his ambition of becoming a commissioned officer because he was in the habit of showing off to everyone and on every occasion.

Give your rating here: ()

6. New Bullock Cart Design by S. Balaram describes the need for a new and better bullock cart design.

Give your rating here: ()

7. Letter to President Roosevelt by M.K. Gandhi tells us of some traits of Mahatma Gandhi and brings out his qualities of courtesy, firmness and precision.
Give your rating here: ()
8. Lunar Science from Time Magazine discusses different aspects of the moon, particularly question that remain unanswere.
Give your rating here: ()
9. My Days At School by R.K. Narayan describes the life of R.K. Narayan in the school where his father was the headmaster.
Give your rating here: ()
10. The Long Childhood by J. Bronowski is an incomplete essay. It tells the reader of various parts of the brain that control different limbs of different areas or different faculties.
Give your rating here: ()
11. Is Science Useful by Isaac Asimov states that all knowledge should be looked at with the idea of providing delight of learning, understanding and for probing the Universe. Its commercial or practical value remains unpredictable till the very end. It also discusses the relationship between knowledge (science) and wisdom.
Give your rating here: ()
12. The Creeping Deserts from Time Magazine gives an account of desertification, or the phenomenon of evergrowing deserts, the menace that it holds and the steps needed to overcome the danger.
Give your rating here: ()
13. The Last Lesson by Alphonse Daudet makes an appeal to people to love their own language because it serves as 'a key to their prison' for the 'enslaved' people.
Give your rating here: ()
14. The Awakening Of Women by K.M. Panikkar tells us of the condition of women from the Vedic to the modern times. The

stress is on Mahatma Gandhi's role in the uplift of women.

Give your rating here: ()

15. Afloat Over Africa by Anthony Smith gives an account of an attempt made by the author and his two friends to assess the reaction of African animals in their natural habitat. The writer has made this study by floating over the area in a gas-filled ballon.

Give your rating here: ()

16. A Walk Through The Fire by A.D. Smith is the account of an English officer posted in India and his encounter with a mysterious Indian soothsayer, who was fire walker.

Give your rating here: ()

17. The Inca's Last Stronghold by Harland Manchester describes an extinct race of the Incas discovered by Hiram Bingham in 1911. Those people live somewhere in Peruvian Andes (South America).

Give your rating here: ()

18. The Summit by Edmund Hillary is an account of the final assault on Mount Everest by the author in the company of Tenzing.

Give your rating here: ()

19. Refund by Fritz Karinthy is a witty duel between a good-for-nothing student, Wasserkopf, and his clever teachers. Wasserkopf seeks a refund of his tuition fees because he had failed to learn anything.

Give your rating here: ()

The following are the lessons and the themes of the lessons in your text 'Guided Reading' (a collection of short stories)

1. The Mark of Vishnu by Khushwant Singh is a story of a superstitious, illiterate Brahmin who meets a tragic end for his beliefs.

Give your rating here: ()

2. The Malefactor by Anton Chekhov is the story of a poor, illiterate Russian farmer who does not consider himself guilty of the crime of removing nuts from the railway track. The law enforcement authorities think otherwise and punish him.

Give your rating here: ()

3. Mrs. Packletide's Tiger by Saki is a story of a jealous woman who is blackmailed by her paid companion so that she keeps her mouth shut about the actual cause of the death of an old tiger.

Give your rating here: ()

4. Drought by Sarat Chandra Chatterjee is an account of the feudal times in Bengal when tenant farmers were exploited mercilessly. As a consequence, they had to leave their homes for the impersonal life of the cities.

Give your rating here: ()

5. Captain Patch by T.F. Powys is an humorous account of a journeyman tailor, Captain Patch, who poses as a real Captain by wearing the abandoned dress of a naval captain. The humour is created through the names and incidents in the story.

Give your rating here: ()

6. Going Into Exile by Liam O'Flaherty is the story of an Irish family of Patrick Deerey whose two, grown-up children are leaving for America to seek their fortune in an unknown strange land. Poverty sends them into this exile.

Give your rating here; ()

7. God Is Near by James Herriot is the story of an invalid and bed-ridden woman, Miss Lubbs, and her love for her pets, three dogs and two cats.

Give your rating here: ()

8. Coin Diver by Cyprian Ekwensi is a love story with an eternal love triangle between Charlie, Nancy and the villain Diamond Joe.

Give your rating here: ()

Appendix IV

Questionnaire 3
(for class XI students)

We want to know whether you have enjoyed reading the lessons in your English books.

Against each lesson you have to give your rating about how interesting you found the particular lesson. You are required to indicate the degree of interest by writing in the place provided the appropriate number from the following 5- point scale of interest:

Very interesting	-	1
Intresting	-	2
Uninteresting	-	3
Boring	-	4
Dull	-	5

For, example, if you find a particular lesson 'Interesting' write 2 thus:

(2)

and if you find the lesson 'Boring' write 4 thus:

(4)

The following is the list of lessons and themes of lessons in your text book 'English Reader 1'.

1. The Kite Maker by Ruskin Bond- the story of a muslim kite-maker who was a soughtafter person in his youth but is left forlorn, lonely in his old age. ()
2. Food by J.B.S. Haldane. In this essay Haldane discusses the need of the human body for food. ()
3. Paul Julius Reuter by Harry McNicol. This lesson tells how Reuter the world famous agency, came into being with the tireless efforts of a Jew, named Paul Jukus Retuer. ()
4. a) The Appointed Day by Jawaharlal Nehru. This passage is a message he gave to the press on Aug- 15, 1947. ()
 b) The Battle of Freedom is Over by Sarojini Naidu. It was broadcast by A.I.R. on Aug- 15, 1947. ()
5. Father has a Bad Night -by Clarence Day. In this extract the author talks about a bad night spent by his father. ()
6. One Life - Christian Bernard, In this passage Barnard recaptures the fears and doubts which troubled him before he undertook the first heart transplant operation. ()
7. The Portrait of a Lady by Khushwant Singh is a penpicture of his grandmother. ()
8. A Dialogue on Civilization by C.E.M. Joad. It is an introduction to his book 'The story of Civilization' in a dialogue form. ()
9. To Sir, with Love by E.R. Braithwaite. It tells about the author's experiences as a teacher. ()
10. Guidlines for Good Talk by George McGhee. It talks about the commonsense-good talk. ()
11. Hunting Big Games with the Camera by Major A. Radclyfee Bugmore. It gives an account of major's photographic expeditions ()
12. No Way but Onwards by Isaac Asimov In this article he points out that though mankind may long for a return to the simple life it is not possible except at a very great cost. ()

The following is the list of lessons given in your text book English Supplementary Reader I.

1. My Brother, My Brother by Norah Burke.
An adventurous story of a young boy. ()
2. Stop, Look and See by John Kord Lagemann. ()
3. Alone in the Atlantic Ocean by G.F. Lamb ()
4. Mother Teresa by Khushwant Singh - A pen picture of
life and activities of Mother Teresa. ()
5. The Adventures of Tom Swayer by Mark Twain. ()
6. My Lost Dollar - a humorous article by Stephen
Leacock. ()
7. Sparrows by K.A. Abbas - a touching story of natural
love. ()
8. Migration of Birds - Jamal Ara.
An informative article about the migration of birds. ()
9. The Road Not Taken - the Road Taken by Charley May Simon
& its Rejoinder. ()
10. The Pickwick Papers by Charles Dickens ()
11. The Model Millionaire by Oscar Wilde.
Here he talks of a millionaire who is a model. ()

12. The Goldsmith by Ronald Mackin and W.F. Hawkins, gives an account of the early stages of banking system. ()
13. Ramanujan by C.P. Snow. It gives an account of the Indian mathematical genius. ()
14. Gulliver's Travels by Jonathan Swift. ()
15. Dear Departed by Stanley Houghten. A play which reveals the baseness of human mind in a satirical way. ()
16. The Last Leaf by O. Henry. A story of an emotional girl ()
17. What Science Is by Maurice Goldsmith ()
18. My Ordeal in a Jungle Air Crash by Juliane Keopoke. An exciting account of a young girl's courage. ()
19. Nancy Hanks by Carl Sandburg. An account of the mother of Abraham Lincoln. ()
20. The Mill on the Floss by Geogre Eliot. It is an extract from the novel. ()
21. The Man With the Scar a story by Somerset Maugham. ()
22. University Days - James Thurber. An account of his University days. ()
23. Over population - by A.S. Parkes ()

24. Mahatma Gandhi by V.S. Srinivas Sastri. (
25. Pride and Prejudice by Jane Austin. The episode taken here is 'The Power of Women' (
26. The Pomegranate Trees by William Saroyan. (
27. The Giant Killer by Irving Robin and Samuel Nisenson. An account of polio as giant killer. (
28. The War of The worlds by H.G. Wells. It is a specimen of Wells' science fiction. (
29. Pygmalion by Bernard Shaw. A play which tells the story of a flower girl transformed into a society lady by a phenetician. (