

## **AN EVALUATIVE STUDY OF TEXT BOOK IN ENGLISH AT HIGHER SECONDARY LEVEL**

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**Abstract.** In this article a detailed study has been done on the current text books on English at higher secondary level. The properties of a good text book are discussed. On the basis of questionnaires placed among some students and teachers, the difficulties and problems of a text book are analyzed. Some effective solutions of the problems are also discussed.

**Key Words:** Text Book, Physical and Academic Aspects, Evaluation.

### **Introduction**

The text book one of the major tools in the hands of a language teacher especially foreign language teacher. A language can be learnt without any text book, but that may result in unnecessary repetitions. If a language is taught without a text book there may be significant omissions also. There would be lots of waste of energy and time. The progress will be less planned. If a text book is properly planned and utilized then it will be a useful tool for both the teacher and student. It can help in the following manner.

- (i) It gives the meaning and purpose of the teaching learning process.
- (ii) It keeps the teacher on guard against any haphazardness and unnecessary repetition and learning.
- (iii) It facilitates and stabilizes student learning.
- (iv) It lays down examples of the manner to be learnt.
- (v) It serves as memory deed for the pupils.
- (vi) It reinforces what the students have learnt orally.
- (vii) It prepares ground for writing.
- (viii) It helps for supplementing pupils language experience.
- (ix) It serves as a guide to the teacher.

### **Significance of the Study**

A textbook has to play a vital role in our education system. It is important how the research can influence educational theory and practice to justify its worthiness and usefulness. The aims of education cannot be achieved if we provide poor quality of text books to our students. Text books have been a controversial issue in education. We can not give the truthful knowledge of English student without proper textbooks and teaching aids.

The present research will be useful if it will throw light on the various qualities of the English text book in the higher secondary level. In our daily life we have heard that the text books are not up to the mark. English is newly introduced subject for these classes. So the evaluation of text books becomes very important to know its shortcoming. The researcher will try to know different aspects of this particular textbook. The information gathered by this study will be helpful to the teachers, students, publishers, authors and others who are interested related to education. This study will bring a new picture of English textbook before the society as a whole and so the importance of study is evident.

### **Objective of the Study**

The study has the following specific objectives.

- (i) To study the quality of the text book.
- (ii) To study and find out the inaccuracies in the text book.
- (iii) To study the utility of the text book to the students.
- (iv) To study the views of the students regarding the various aspects of English textbook.
- (v) To study the views of the teachers regarding the various aspects of English textbook.
- (vi) To study the grammatical works in the textbook.

### **Hypothesis**

The following directional hypotheses are to be proposed for present investigation.

- (i) The text book is of high quality
- (ii) The text book has no inaccuracies
- (iii) The textbook is defective in nature
- (iv) The text book is according to the needs of the students
- (v) The text book is with sufficient grammatical works.

### **Qualities of a good text book in English**

A good English text book should have the following characteristics.

**(i) Adequate Subject Matter:** The subject matter should be based on the psychological needs and interests of students. It should be related to the student's environment. It should have various topics like prose, poetry, story, biography, narration, description etc. It should be practical utility as well as informative.

**(ii) Suitable Vocabulary and Structures:** The vocabulary should be controlled, properly selected and graded. The introduction of vocabulary should be progressive within the series of readers. The words and structures should be introduced in a systematic order. The simple meaning should be used of a word or structure if they have more than one meaning. At the end of the text book, a glossary of difficult words and structures should be given.

**(iii) Style:** The style should be based on the principle of simple to complex. The subject matter should be presented in a logical manner. The style should be appealing to the students.

**(iv) Exercises:** There should be sufficient number of exercises at the end of every lesson. The interactions about the exercises should be brief and clear. The exercises should be well selected and graded. Different types of exercises should be included.

**(v) Illustrations:** The illustrations should make the subject matter clear. They should be sufficient in number. They should be attractive with natural color combination. Too many ideas should not be conveyed in one illustration.

**(vi) Proportion and Order:** A lesson should not be very long. There should be plausible proportion between prose, poetry, story, biography, lesson etc. Two topics should not be in continuation. Proportion of content and structure should be maintained.

There are some technical characteristics which are given by-

- (i) The paper of the text book should be white and durable enough.
- (ii) Spacing, margin and symmetry should be proper.
- (iii) The headings and subheadings should be in a very bold type.
- (iv) A jacket should be added to the cover.
- (v) The price of the book should be moderate.

### **Problem of the text Book in English.**

**A. Problems related to physical aspects of the textbook.**

1. Two main defects are found in the size of the text books which are
  - (i) Large in size
  - (ii) Inconvenient in size.
2. The main defects pointed out regarding the binding of the text books are-
  - (i) Weak binding
  - (ii) Thin card board
3. The main defects pointed out against title page are
  - (i) Colour
  - (ii) Setting of theme

**B. Problems related to Academic aspects of the textbook.**

1. The book has come out good in regard to content. But there are some complaints which are as given by-
  - (i) Not clear
  - (ii) Insufficient
  - (iii) Contents in brief
  - (iv) Related context are not explained

2. The difficulty level of the contents does not suited to the class.

**C. Problems related to Contents Organization and Presentation.**

- 1 There are some complaints against level of contents
  - (i) Less explanation
  - (ii) Less clarification
  - (iii) Unsystematic explanation
  - (iv) Unsystematic paragraphs

**D. Problem related to Illustration of the text Book.**

It is the most neglected aspect of this book. There are no proper illustrations, pictures etc. Most of the teachers and students have demanded pictures for further clarification.

**E. Problem related to Exercises and Assignments.**

1. Exercises are up-to the mark
2. There are some defects which are as follows-
  - (i) Unsuitability of questions
  - (ii) Defective question techniques

(iii) The assignments are mostly neglected by students due to the lack of resources.

#### **F. Problem related to Up-to-datedness**

The book is not produced with latest information. Book should be modified in this respect with latest information.

#### **Effective Measures to design an ideal text book.**

The following recommendation should be followed while designing an ideal text book.

- (1) The size of the text book should not be too large and too small.
- (2) A text book should be convenient in size.
- (3) The binding of the text book should be strong and durable.
- (4) The font structure and printing of the text book should be clear.
- (5) The title of the text book should be attractive.
- (6) Enough illustrations should be added in where necessary.
- (7) Contents must be suited to the mental level of the student
- (8) Language of the text book must be easy.
- (9) To make the book up-to-date it should be revised every year.
- (10) There should be explanation on related terms
- (12) The paragraph should be systematic
- (13) Sufficient number of grammatical works should be there.

#### **Conclusion.**

In this article Efforts have been made to place a good text book in English to the society. Some questionnaires were placed among students and teachers to know the difficulties of a good text book. A detailed analysis has been done on the basis of the questionnaires and the results found are presented in this article.

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Against these contexts, the book focuses on developing professional academic skills for teaching. Dealing with the rapid expansion of the use of technology in higher education and widening student diversity, this fully updated and expanded edition includes new material on, for example, e-learning, lecturing to large groups, formative and summative assessment, and supervising research students. Part 1 examines teaching and supervising in higher education, focusing on a range of approaches and contexts. He is a Professor of English and was formerly Director of the English Subject Centre (for the teaching of English in universities) at Royal Holloway, University of London. Peter Milford is Interim Associate Director of Education for the South West Strategic Health Authority. At the Secondary level, Literature focuses on the study of whole and sustained literary texts from the three main genres: prose, poetry and drama. Teachers will lead students in analysing and responding to these genres of literary texts in five Areas of Study. 2 restricted. Areas of study. The Areas of Study refer to the various elements that make up a literary text. The Areas of Study from the 2007 Syllabus have been revised to reflect current understandings of the disciplinarity of the subject. They are applicable to both Lower and Upper Secondary, and the Express and Normal (Academic) courses. In this article a detailed study has been done on the current text books on English at higher secondary level. The properties of a good text book are discussed. On the basis of questionnaires placed among some students and teachers, the difficulties and problems of a text book are analyzed. Some effective solutions of the problems are also discussed. 3 An Evaluative Qualities of a good text book in English A good English text book should have the following characteristics. (i) Adequate Subject Matter: The subject matter should be based on the psychological needs and interests of students. It should be related to the student's environment. It should have various topics like prose, poetry, story, biography, narration, description etc.