

CHAPTER- I

INTRODUCTION

1.1. Advent of English in India

Introduction of English in India during the colonial period brought about a revolutionary change in the Indian education system. At first the East India Company was established solely for the purpose of trade. But gradually it took the responsibility of spreading education among the people of India. However, it is the endeavour of those Christian missionaries who involved in propagating Christianity in India during the days of the East India Company, which contributed a lot in building up of the modern educational system of India. For the purpose of spreading Christianity among the people of India, missionaries began to learn local languages of India and opened some educational institutions where education was imparted through the mother tongue of the students. Since the East India Company supported their proselytizing activities during its early days, the Christian missionaries got encouragement in pursuing their missionary activities in India. “In 1659, the Court of Directors of the East India Company clearly stated that it was their earnest desire by all possible means to spread Christianity among the people of India and allowed missionaries to embark upon their ships.” (qtd. in Naik and Nurullah 33). It resulted in the inclusion of the famous missionary clause in the Charter of the Company which was renewed in 1698. The Company was directed by that Charter to maintain ministers of religion at their factories in India. The Company was also given instruction to maintain schools, wherever necessary, in all their garrisons and bigger factories. Thus in the initial

stage of their rule, British engaged themselves in disseminating education in order to fulfil their religious objectives.

Studies show that the earliest educational activity of the East India Company was that in 1677, the Company brought Ralph Ord, an English school master to Madras to teach religion and literature to the children of the officers of the East India Company. As the Company was indifferent towards the education of Indian people, the Christian Missionaries were left with the responsibility of educating the Indian people. It led to the establishment of some educational institutions, mainly in Madras, Bengal, and Bombay. Thus, as an effort to spread education the East India Company established the first school at Madras in 1670 in order to educate the children of the Portuguese, British, and Eurasians, and an arrangement was made for the education of English by levying a cess. Again in the Province of Madras, Schwartz, a Danish missionary prevailed upon the kings of Tanjore and Marwar to establish English schools at Tanjore, Ramnad, and Shivganga in 1785 with the assistance of John Sullivan. These may be said to be the earliest schools for teaching English to Indians. The Directors of the Company also gave recommendation to this school and promised to provide financial help to every institution. As a consequence of the adoption of this policy many new schools came up in Madras in close succession. It is because of the efforts of Frederick, Schwartz and many Indians the educational policy of this province was given a new shape in the middle of the 18th century. And this was considered as the beginning of English schools in India. As a result of the growing interest of the Indians in English the number of English schools was on the rise in other parts of the country such as in the provinces of Bengal and Bombay.

Though during its early period the East India Company supported the missionaries in their educational activities, after becoming a political power in India

in 1765, it started realizing that it must do something for the Indian people. With a view to winning the confidence of the upper classes of Indian society, the Company wanted to educate sons of influential Indians for higher posts under British Government. It led to the establishment of some important educational institutions like Calcutta Madrassah and Banaras Sanskrit College. During that period the British authorities in India were quite anxious to observe strict religious neutrality. So, they gave importance on adoption of the Orientalist policy in education. The British authorities encouraged the growth and development of classical learning in Sanskrit and Arabic on traditional lines instead of introducing English education in India. As a result, “its policy towards missionaries rapidly changed from encouragement to indifference and from indifference to hostility” (Saikia 12). The missionaries were not permitted to work within its territories from 1793 to 1813. The hostile attitude of the company compelled the missionaries to begin an intensive agitation in England to persuade the Parliament to legislate on the matter and give necessary freedom and assistance to missionaries. It was Charles Grant who played an important role in that agitation and pleaded strongly in favour of using English as a vehicle for imparting western ideas to Indian people.

It was against such a backdrop that the Charter of the East India Company came up for renewal in 1813. And when the Charter Act of 1813 was issued, it opened up the gateway to a well organized modern education system in India. All the suggestions recommended by Grant were accepted and the charter of 1813 bore the clear stamp of Grant upon it as it compelled the East India Company to take the responsibility of the education of Indian people. A clause was inserted in that Charter which stated that “A sum of not less than one lac of rupees each year shall be set apart for the revival and improvement of literature and encouragement of the learned

natives of India, and for the introduction and promotion of a knowledge of the science among the inhabitants of the British territories in India” (qtd. in Saikia 15). With the Charter Act of 1813, the East India Company laid the foundation of a State System of Education in India. But at the same time, controversies arose regarding the issues like medium of instruction. But the vagueness of Clause 43 of the Charter Act of 1813 regarding the issue whether Oriental learning and science should be spread through the medium of Sanskrit, Arabic, or Persian; or Western sciences and literature should be spread through English as medium of instruction led to the rise of a conflict right from the beginning of the 19th century. Three different schools of thought came up with three different views. The first school of thought was in favour of Sanskrit and Arabic. The second school advocated for imparting education through modern Indian languages. The third school, consisted mainly of persons like Charles Grant who were young officials in the employment of the company and some Indian reformers like Raja Ram Mohan Roy of Bengal, was in favour of spreading western culture and learning through the medium of English.

In 1823, the Governor General in Council appointed a “General Committee of Public Instruction” for the Bengal Presidency and the committee consisted of ten European members. Lord Macaulay was appointed as the President of that General Committee of Public Instruction and he looked at the problem of the medium of instruction. As a legal Member of Council, Macaulay presented his famous Minute on Indian Education on the 2nd February, 1835. As a matter of fact English was regarded as the fittest of all the media of instruction by Macaulay in his minute presented to Bentinck. Macaulay wrote in his Minute:

We must at present do our best to form a class who may be interpreters between us and the millions whom we govern- a class of persons, Indian in

blood and colour, but English in tastes, in opinions, in morals and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects in terms of science borrowed from the western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population. It may be that the public mind of India may expand under our system until it has outgrown that system; that by good government we may educate our subjects into capacity for better government; that having become instructed in European knowledge they may in some future age demand European institutions. Whether such day will ever come, I know not. But never will I attempt to avert it or retard it. Whenever it comes it will be the proudest day in English history. (qtd. in Saikia 20)

Lord Macaulay was of the opinion that science education was possible only through English and not through Sanskrit or Arabic. Reacting against the prejudices of the Indian people against English education Macaulay remarked that it was their duty to teach Indians what was good for their health and not what was palatable on their tastes. Lord Macaulay argued that the word “literature” mentioned in the Charter of 1813 meant English literature; therefore the promotion of the knowledge of science should be accomplished by adopting English as the medium of instruction. Macaulay claimed- “single self of a good European library was worth the whole native literature of India and Arabia” (qtd. in Saikia 21). Macaulay’s minute was accepted by Bentinck, the Governor-General of India, as he accepted his views and on the basis of that minute, the educational policy of the country which gave emphasis on the spending of all educational funds on English education had finally been given a definite and stable shape. This is how the ambiguity in the charter Act of 1813 was resolved in 1835, when the Government issued their Resolution on March 7, 1835,

embodying Macaulay's policy and with the end of this period the controversy over the issue of medium of instruction came to an end. And after 1823, considerable progress was made by the Presidencies of Bengal, Madras, and Bombay in the educational sphere.

After overcoming all these disputes regarding the medium of instruction the Government of India made some comprehensive plan for Indian education system and consequently it was executed in the form of Wood's Despatch, which came to be known after the name of Charles Wood, the President of the Board of Control in the year 1854. Wood's Despatch which led to the foundation of universities in India has been sometimes called the *Magna Carta* of English education in India. In respect of the medium of instruction it states:

In any general system of education, English language should be taught where there is a demand for it; but such instruction should always be combined with a careful attention to the study of the vernacular language of the district . . . We look, therefore, to the English language and to the vernacular languages of India together as the media for diffusion of European knowledge, and it is our desire to see them cultivated together in all schools in India of a sufficiently high class to maintain a schoolmaster possessing the requisite qualifications." (qtd. in Naik and Nurullah 135-36)

It recommended that English would be used as the "most perfect medium" for those who had possessed sufficient knowledge of English to get themselves educated through the medium of English, but English should not be used at the cost of the vernacular languages of the country.

The process of introducing English in India was completed in the middle of the 19th century. And it is Macaulay's Minute which contributed a lot in introducing

English in India. Till 1937, English continued as a medium of instruction in the educational institutions. Gradually, the nationalist forces like Swadeshi Movement inspired Indian people to adopt the vernacular languages as medium of instruction in some schools. But even after the British had left India, none of the major Indian languages acquired the status of being the lingua franca of the nation. According to the provisions made by the constitution of India, Hindi was declared the official language of the Union along with English, which was supposed to be continued for next 15 years. Thereafter, all the Education Commissions appointed after India's independence have laid stress on the use of Indian languages as media of instruction at different stages of education, recommending at the same time, the study of English as an international link language and as library language.

1.2. Advent of English in Assam

Though the Christian Missionaries were the pioneers of introducing modern education in Assam, it was Jenkins' effort that paved the way for English education in Assam. He realized that in a backward province like Assam, education should be a state's responsibility and accordingly he "pointed out to the Government of Bengal that in a state like Assam instruction should be the concern of the Government alone; because the people were not in a position to take the responsibility as they were universally poor and incapable of judging themselves" (Chakravarty 150). Thus, Jenkins persuaded the Government of India in his letter of 21st June, 1834, for the establishment of English school under supervision of European missionaries at the sadar stations- Goalpara, Golaghat, Nagaon, Darrang, and Biswanath. "The scheme of imparting useful education to the youth of Assam received serious consideration of Mr. Francis Jenkins (Commissioner of Assam, 1834-61) who urged to Government to set up English schools." (Sarwar 44). The General Committee on Public Instruction

gave recommendation for the establishment of the English school at Guwahati (then Gauhati) in June, 1835, by considering the demand of Jenkins and in the following month Mr. Singer was appointed as its headmaster on a salary of one hundred and fifty rupees per month. The school began with an enrolment of fifty eight students.

In March 1835, the Governor General of India resolved upon the promotion of the knowledge of European science and literature among the native people of India through the medium of English language. And true to the expectations of Jenkins when that new education opened different job opportunities for those who were educated, the higher classes not only showed their interest in getting their children educated but many of them became patrons of education also. The increasing demand for English education led to the opening of a number of branch schools entirely at public expense in the neighbourhood of Guwahati such as at Pandu, Kamakhya, Beltola, Amingaon, and North Guwahati. But gradually, some of the regular students stopped coming to school because of the unintelligibility of the English language. To check the dropout problem, English was retained as a department along with three newly introduced departments, namely- Bengali, Sanskrit, and Persian in the Guwahati school.

Thus in the period 1835-1947, Assam saw a considerable increase in the number of such schools established and maintained by the Government as well as individuals and organizations. In spite of the rising nationalist feeling of the people due to the struggle for independence, English did not lose its importance and it remained as a legacy of British rule. Since the Guwahati School was not accessible to the pupils of upper Assam for the education of the sons of the Ahom Royal family and the gentry of the realm, an Anglo-vernacular school was established at Sibsagar in 1941 to spread western literature and science. Some Assamese young men educated

in English schools were also appointed in the Company's offices and this considerably encouraged the people to take English education. To meet the growing demand, the Company had opened some more schools. In the post-independent period there was a considerable increase in the number of high schools and higher secondary schools, colleges, and universities in Assam.

1.3. Present Education System of Assam

In Assam, school education can be broadly divided into two divisions- regional medium schools and English medium schools. Earlier in the schools of Assam, Assamese was taught right from the beginning, while English was introduced at class V. Thereafter, under *Axom Sarba Siksha Abhijan*, English was introduced at class III, while Hindi was introduced at class V. On the other hand, in case of private Assamese medium schools like *Sankardev Sisu Niketans* and *Jatiya Vidyalayas*, Assamese is taught from the pre-primary classes, while both English and Hindi are introduced at class I. In these schools, Sanskrit is also taught from class II. All these four languages are treated as compulsory subject up to class VII, while both Hindi and Sanskrit are treated as optional subject after class VIII. In English medium schools, English is taught from the pre-primary classes, while Assamese and Hindi are taught from class I. Recently, the Government of Assam has also introduced English right from the pre-primary class in all Assamese medium schools under *Axom Sarba Siksha Abhijan*.

At present, free education is provided by *Axom Sarba Siksha Abhijan* in government aided schools up to class VIII. Thereafter up to the High School Leaving Certificate examination (class X), education is under the control of Secondary Board of Education, Assam (SEBA). Higher Secondary or 10+2 level is under Assam Higher Secondary Education Council (AHSEC), while the degree colleges are

affiliated to the three affiliating universities, viz.- Dibrugarh University, Gauhati University, and Assam University. In Assam, apart from English medium private schools, many Assamese medium private schools have been established in different parts of the state.

In the pre-independence period, English was used as the medium of instruction in the colleges and universities of India. But after independence, different educational commissions and committees at different times recommended the adoption of the mother tongue or the regional language as a medium of instruction. English finds its due place in the curriculum. As a result, Gauhati University took a decision to introduce Assamese as the medium of instruction in all colleges affiliated to it, with effect from 1972-73. Though Gauhati University and Dibrugarh University of Assam have switched over to regional languages as medium of instruction (up to the graduate level), they have retained English as a compulsory subject of study up to the graduate level.

1.3.1. Introduction of Higher Secondary Stage

“Prior to 1962, Secondary education was dually controlled, by the Gauhati University and by the Department of Education of the Government of Assam. The University was concerned with the academic side, while the Government with the administrative side. The arrangement was found to be defective and in 1962, the Secondary Education Board of Assam was created.” (Saikia 91). After independence Government of India felt the need for the re-organization of secondary education in order to remove the defects of the secondary education in India. The University Education Commission (1948-49) which was popularly known as Radhakrishnan Commission observed that the secondary education which was the weakest “link” in Indian education system should be reformed immediately. As a result, the

Government of India appointed the Secondary Education Commission in 1952 under the chairmanship of Dr. A. L. Mudaliar to review the problems of secondary education and make recommendations for improving the condition of the secondary education. The commission submitted its report in 1952.

According to this commission, secondary education is not merely a preparatory stage for higher education. Rather it is a complete unit by itself. So, it is necessary to extend the duration of the secondary education. The commission recommended new organizational structure for secondary education after the 4 or 5 years of Primary or Junior Basic Education:

1. (a) A Middle or Senior Basic or Junior Secondary stage of 3 years, and (b) the Higher Secondary stage of 4 years.
2. During the transitional stage, the existing High Schools and Higher Secondary schools should function on the lines laid down.
3. The present Intermediate stage should be replaced by the Higher Secondary stage which should be of four years' duration, one year of the present Intermediate being included in it.
4. As a consequence of the preceding recommendations the first degree course in the university should be of three years' duration.

(Saikia 164)

Moreover, it suggested that the total duration of the school should be reduced to 11 years from 12 years and the Indian youth should be about 17 years of age at the time of completing the school education. But the secondary education system with an 11 year course as recommended by Mudaliar Commission did not work because of financial constraints and lack of qualified teachers. So, the Government of India appointed a seventeen member education commission on the 14th July, 1964, with a

view to advising Government for the development of Indian education. And Dr. D. S. Kothari, chairman, University Grants Commission, was appointed as the chairman of this commission and it was known as Kothari Commission. The major recommendations of Kothari Commission related to the reorganization of the structure of secondary education are “The first ten years of school education should be a period of general education, specialization generally being adopted after Class X. The higher secondary stage is proposed to be of two years’ duration and would be followed by a first degree course whose duration will not be less than three years. The Commission has also suggested that the higher secondary stage should ultimately be located in schools.” (Naik and Nurullah 491)

Thus the Kothari Commission made a sincere attempt to improve the existing system of secondary education in India. After the publication of Kothari Commission’s report, the Government of Assam decided to introduce twelve-year higher secondary pattern in Assam. In 1967, there were sixty nine higher secondary or multipurpose schools which followed the eleven-year higher secondary pattern as recommended by the Mudaliar Commission. But in 1973, the Government of Assam introduced higher secondary pattern providing a twelve-year course in the higher secondary schools in Assam. Prior to 1984, higher secondary education was dully controlled by the Board of Secondary Education, Assam. But a Higher Secondary Education Council was created in July, 1984, and this council is now in charge of “plus two” level in Assam. At the same time, the Government of Assam decided to retain this “plus two” level in the colleges also. Consequently, the pre-university and pre-degree courses of the colleges of Assam were converted to higher secondary course. Formerly the per-university and pre-degree courses were controlled by the Guwahati University and the Dibrugarh University respectively. But now it comes

under the jurisdiction of the Assam Higher Secondary Education Council. The “plus two” level has become one of the most important courses of education system in Assam. And in course of time, many junior colleges were set up with the “plus two” level only.

In the administration of the educational institutions, the Government of Assam has full control over the purely Government institutions and indirect control over the aided institutions through grants-in-aid system. And there are some private educational institutions which are set up as per the rules and regulations of the Department of Education of the Assam Government.

1.3.2. The College Education System of Assam

In Assam secondary education was started in 1835. As per the recommendation of the General Committee of Public Instruction, the Commissioner of Assam, Jenkins started an English school at Guwahati in 1835. This school was known as Gauhati Seminary which is at present Cotton Collegiate School at Panbazar. In 1858, the Gauhati Seminary was affiliated to the entrance standard under Calcutta University and three years later, i.e., in 1861 two candidates from this school successfully passed the entrance examination. In 1864, Mr. Murray, then Inspector of Schools submitted a proposal to the Government of Bengal to raise the standard of the Gauhati Seminary to teach up to FA course of the Calcutta University. The Government of Bengal recommended the proposal and in July 1865, it was ordered by the Government of India that the Gauhati Seminary may be raised to a collegiate school to train up natives of the province for offices of responsibility and trust. Accordingly, in May 1866, the collegiate section was opened at the Gauhati Seminary with affiliation to the first examination of Arts. In 1874, Assam was separated from the Bengal Presidency with the constitution of a chief commissioner’s province and a

separate Directorate of Public Instruction was created for Assam. But, unfortunately the collegiate section of the Gauhati Seminary was abolished in 1876 due to some reasons.

This act of abolition of collegiate section caused some difficulties for Assamese students going for higher education in Calcutta. Realizing the problem of the students, people of Assam, under the leadership of Manik Chandra Baruah, continued to appeal to the government for re-introducing the collegiate section at the Gauhati Seminary. On public demand, the question of higher education in Assam was sympathetically considered by then chief Commission of Assam Sir Charles Eliot. In 1882, Sir Charles Eliot decided to award scholarship to highly qualified Assamese students and at the same time, it was also decided that if the result of the students continued to be satisfactory, the question of reopening the collegiate classes at Gauhati Seminary would be considered. The attention of the Government of Assam was not seriously drawn until March 1899, when Manik Chandra Baruah made a strong demand for the establishment of a college at Guwahati. Realizing the urgency of the problem, Sir Henry John Stedman Cotton decided to establish a second grade government college at Guwahati. The sanction of her Majesty's Secretary of State was received on 20th June, 1900. The chief commissioner formally opened the college on the 27th May 1901 and the college was named after his name as Cotton College. Frederic William Sudmersen was the first Principal of Cotton College. This marked the beginning of higher education in Assam. Apart from Cotton College, the following colleges were also established in Assam- Earl Law College at Guwahati (1914), Jagannath Baruah College at Jorhat (1930), Gurucharan College (1935) at Silchar, for girls- Lady Keane College at Shillong (1935), and Radhakanta Handique College at Guwahati (1939) - during the period 1914 to 1940. As it has already been

mentioned, the colleges of the state are affiliated to the three affiliating universities of the state. At present, there are total seven government colleges and 295 provincialised colleges in Assam. The numbers of colleges in each district are mentioned below:

Table-1: Numbers of Colleges in Each District of Assam

<i>Sl. No.</i>	<i>Name of the District</i>	<i>Total No. of Colleges</i>
1	Baksa	2
2	Bangaigaon	7
3	Barpeta	18
4	BTAD	8
5	Cachar	11
6	Chirang	2
7	Darrang	5
8	Dibrugarh	14
9	Dhemaji	13
10	Dhubri	14
11	Goalpara	8
12	Golaghat	14
13	Hailakandi	6
14	Jorhat	20
15	Kamrup	41
16	Karbi Anglong	5
17	Karimganj	7
18	Kokrajhar	6

19	Lakhimpur	17
20	Marigaon	6
21	Nagaon	21
22	Nalbari	8
23	NC Hills	1
24	Sivasagar	19
25	Sonitpur	11
26	Tinsukia	9
27	Udalguri	2
	Total	295

(Source: Directorate of Higher Education, Assam)

1.3.3. The Present Semester System of Gauhati University and Dibrugarh University

In the semester system, an academic year (of twelve months) is divided into two halves. The word “semester” is used to mean a half-yearly programme or term of studies. The semester system has come into effect in the undergraduate colleges affiliated to Gauhati University and Dibrugarh University from the academic session 2011-12.

1.3.3.1. The Present Semester System of Gauhati University

The Gauhati University Regulation of TDC for semester system and with Choice Based Credit and Grading System states that-

1. A TDC shall be of six semesters covering three calendar year. The schedule for semester system shall be as shown below :

- a) First, Third and Fifth Semester : August 1 - December 31 (including examinations)
 - b) Second, Fourth and Sixth Semester : January 1 - June 30 (including examinations)
 - c) Semester Break : July 1 - July 31.
2. Students' performance should be monitored throughout the semester by continuous assessment in the theory and practical courses. Evaluation of the students' performance in each of the theory and practical paper will be based on the following:
- Internal Evaluation : 20% Marks
 - External Evaluation : 80% Marks
3. Internal Evaluation should be based on two sessional examinations, home assignments, seminars, and library work in each semester.
4. External Evaluation should be through a final examination at the end on the semester.
5. The pass marks in each theory paper is 30% and that in each practical paper is 40%.
6. In each paper, students must secure pass marks in both the internal as well as the external evaluation separately.
7. A student who could not appear or failed in any semester examination will be allowed to clear the same as follows:
- a) First Semester with the regular Third Semester examination.
 - b) Second Semester with the regular Fourth Semester examination.
 - c) Third Semester with regular Fifth Semester examination.
 - d) Fourth Semester with regular Sixth Semester examination.

8. A student may be allowed to “repeat” any one of the theory papers in the First, Second, Third, and Fourth Semester, and may be allowed for “betterment” of marks in one paper in the Fifth Semester, provided the student secures less than 45% marks in that paper.
9. No “repeat” or “betterment” shall be allowed in the practical examinations in any semester.
10. A student must pass all his semester examinations, including “repeat” and “betterment” chances within five years from the date of admission to the First Semester course. A student will get a maximum of three chances to clear a particular semester.
11. In case of any dispute regarding evaluation or unforeseen events the matter may be placed in the Committee of Courses and Studies (UG) for amicable settlement.
12. Since the semester involve continuous assessment there would be no scope for a student to appear as a private candidate in any subject.
13. For any matter not covered under this Regulation for Semester System. The existing University Rules and the Gauhati University Act 1949 (as amended till date) should be applicable.

Academic Calendar and Schedule for Semester System

A. Admissions	: June
B. Semester I/III/V Classes	: August - December
Sessional Examination 1	: September
Sessional Examination 2	: November
Final Semester Examination	: December
(Including preparation for examination)	

Announcement of Results	: by January
C. Semester Break	: January 1 - January 31
D. Semester II/IV/VI Classes	: January - June
Sessional Examination 1	: February
Sessional Examination 2	: April
Final Semester Examination	: To be completed by June -30
(Including preparation for examination)	
Announcement of Results	: First week of July.

Note: The exact date of the sessional examinations shall be fixed by the concerned teachers/colleges and that of the final semester examination by the Controller of Examinations. The Controller of Examinations would announce the results of the final examinations. Admissions will be given by following University Rules.

Syllabus and Course Structure under Semester System

1. The syllabus for each paper should be divided into modules or units. Each unit should be assigned marks (preferably equal marks for each unit) so that the question paper of the final semester examination covers the entire syllabus.
2. The minimum total marks in an undergraduate course should be (preferably) in between 2400-3000. Due to different nature of subjects, with practical or otherwise, the individual stream may make the final decision regarding the total marks.
3. In the Sixth Semester there must be at least one paper where the students are given the opportunity to apply their knowledge. The course may be so designed that students' creativity is encouraged. This could be a small academic project, an advanced level practical work including literature survey

on a topic, field/survey work or any other work which may induce creativity among the students.

The students must submit two copies of the Project Work prepared in the format of a Ph D or M Phil thesis. The student will have to defend the work before an external examination and Internal Board comprising of three teachers including the supervisor/guide. The external examiner will evaluate out of 80% and the Internal Board will evaluate out of 20%.

Procedure for Internal Evaluation

1. The marks allotted for internal evaluation (20%) in each paper will be based on the following :
 - a) Sessional Examination I
 - b) Sessional Examination II
 - c) Home Assignment, Seminars and Group Discussion, or related work depending on the decision of the teachers/college concerned. Home assignment etc. may be given to the students at any time during the semester. These may be regarded as one question (out of four) in each of the sessional examination and marked accordingly. Thus c) above is a part of the sessional examinations and the total internal marks in a) – c) above would be 20% of the marks allotted to the paper.
2. Each sessional examination will be of one hour duration and be conducted by the concerned teacher of each paper. The setting of question paper, invigilation duty, evaluation of answer scripts for each paper will be done by the concerned teacher(s) as a part of his/her normal duty.
3. The teacher concerned will fix the exact date of the sessional examination in each paper following the guidelines of academic schedule. Each sessional

examination will be of one hour duration and the students should write the examination in proper university answer books.

4. After evaluation the answer scripts should be shown to the students and corrections should be made if there are any. After this, the answer scripts should be collected back from the students. The entire process of evaluation of a sessional examination should not take more than two weeks from the date of examination.
5. There is no provision for re-appearing or “repeat”/“betterment” in the sessional examination. If a student miss one or both examination for valid reasons (as evidenced by medical certificate or other authentic documents) then the teacher/college concerned may allow the student a separate examinations using the teachers own discretion.
6. If a paper is taught by more than one teacher then the concerned teacher should co-operate in conducting the internal evaluation. Each sessional examination for a particular paper should be one examination of one hour duration even if several teachers may be teaching the paper. However, since the contents of a paper in a semester examination is approximately half that of a full paper in annual examination, it is strongly recommended that one paper in a semester system be taught by only one teacher.
7. At the end of the semester and before the final semester examination begin; the concerned teacher(s) should submit the internal marks in proper mark-sheets along with the answer scripts to the Controller of Examinations.
8. The affiliated colleges should submit the internal evaluation marks and the answer scripts directly to the Controller of Examinations.

9. Scrutiny of the answer scripts and scaling of the internal marks may be arranged by the Controller of Examinations, if necessary.

Procedure for External Evaluation

1. The Committee of Courses and Studies (CCS-UG) of each department will meet in the month of April and October to decide the dates of final examination for the on-going semester. The Head of the Department would notify these dates to the Controller of Examinations.
2. The Controller of Examinations would make the necessary arrangement for announcing the date of examinations and other necessary procedures as per University Rules.
3. Each paper will have 80% of the total marks for external evaluation. The final semester examination will be of three hour duration for a paper of 100 marks.
4. The affiliated colleges should send the answer scripts of the external examinations to the zonal officers as per direction of the Controller of Examinations.
5. The evaluation zone will arrange for evaluation and scrutiny of the final examination answer scripts. After evaluation and scrutiny the answer script is should be sent to the Controller of Examinations.
6. The Controller of Examinations would make necessary arrangement for announcing the results within two weeks of receipts of the answer scripts. Efforts must be made to announce the results of semester examination on or before the schedule given in the Academic Calendar.
7. For any procedure not mentioned above, the existing University Regulations for PG Examinations would be applicable.

1.3.3.2. The Present Semester System of Dibrugarh University

Some salient features of the Dibrugarh University Regulation for BA/ BSc/ B Com Programmes in Semester System are mentioned below:

Structure of Courses of the Programmes

All BA, BSc, BCom programmes of Dibrugarh University has the following components-

- i) Compulsory Courses: These courses are the compulsory courses for all students of the programme concerned.
- ii) Major Courses: Major courses shall be chosen by the students. The courses shall be optional and non-mandatory.
- iii) Non-Major Courses: Non-major courses shall be chosen by the students, who do not opt for major courses.
- iv) Skill-Based Courses: A skill based course shall be mandatory for all students pursuing General BA and BSc programmes. The colleges shall offer the skill-based courses as per their own infrastructure and human resource feasibility.

Academic Schedule

The Academic Schedule for the BA/BSc/ BCom programmes in the semester system shall be administered by the Academic Calendar of the University published for every academic session. Some main features of the Academic Calendar of Dibrugarh University are mentioned below:

1. Admissions : June
2. Semester I/III/V Classes : 15 June – 30 June
3. Mid-Semester Vacation for the Teaching Staff of the Colleges: 1st -31st July
4. Declaration of Even Semester Examination Results : 15th -22nd July
5. Recommencement of Sem- I/III/IV classes : 1st August

6. 1st Sessional Examination : 17th -25th August
7. Internal Assessment through Seminar/Group Discussion: 1st – 10th September
8. 2nd Sessional Examination : November
9. End Semester Examination : 1st – 30th November
10. Evaluation of End Semester Answer Scripts : 12th November- 10th December
11. Semester End Vacation for the Teaching Staff : 1st-31st December
12. Commencement of the Even Semester Classes: 16th January
13. Declaration of the Result of Odd semester : 18th -25th February
14. 1st Sessional Examination : 20th February – 5th March
15. 2nd Sessional Examination : 6th -11th April
16. Admission Notice, the Completion of Admission Process: 11th May- 6th June
17. End Semester Examination : 11th May- 9th June
18. Evaluation of Answer Scripts : 22nd May- 20th June
19. Admission to Semester III and V Classes : 1st – 30th June

Attendance

- i) A student who has less than 80% attendance shall not be permitted to sit for the End-Semester examination in the course in which the shortfall exists. Provided that it shall be open to the University to grant exemption to a student who has attended a minimum of 70% classes but failed to obtain the prescribed 80% attendance for valid reasons on recommendation of the Head/Director/Coordinator of the Department/Centre on payment of a prescribed fee(s).
- ii) The Principal of the college/institute with recommendation of the Heads of the Departments shall announce the names of all students who shall not be eligible to appear in the End-Semester examinations in the various courses due to non-

fulfilment of the criteria of internal assessment and attendance, and send a copy of the same to the University. In such cases, the student shall have to re-enroll in the relevant course(s) with the next batch.

Examination and Evaluation

- a) Examination and evaluation shall be done on a continuous basis.
- b) There shall be 20% marks for internal assessment and 80% marks for End-Semester examination in each course during every semester.
- c) There shall be no provision for re-evaluation of the answer-scripts of the End-Semester examinations. However, a candidate may apply for re-scrutiny.

Internal Assessment

- i) In internal assessment, different tools may be employed such as written tests, assignments, paper presentation, laboratory work, etc. suitable to the courses.
- ii) The students shall be informed in advance about the nature of assessment. Students shall compulsorily attend in the process of internal assessment, failing which they will not be allowed to appear in the End-Semester examination. A Student cannot repeat In-Semester examinations. However, if a student fails to appear in any of the In-Semester examinations on valid reasons, the department concerned may arrange special In-Semester examination whenever necessary.

End-Semester Examination

- i) There shall be one End-Semester examination carrying 80% marks in each course of a semester covering the entire syllabus prescribed for the course. The End-Semester examination is normally a written/laboratory-based examination/Project Work/Dissertation.

- ii) The Controller of Examinations shall then make necessary arrangements for notifying the dates of the end semester examinations and other procedures as per Dibrugarh University Rules (at least 20 days in advance) and the Academic Calendar notified by the University.
- iii) Normally, the End-Semester examination for each course shall be of three hour duration.
- iv) Setting of question papers, moderation of question papers, evaluation of answer scripts, scrutiny, tabulation of marks, etc. and announcement of results, shall be governed by the Dibrugarh University Examination Ordinance, 1972 (as amended up to date).

Betterment Examination

- i) A student shall be entitled to take the “betterment examinations” in any two theory courses of any of the six semesters after passing the Sixth Semester examination only once. In this case, the higher marks secured by the student shall be retained. The candidates shall have to apply for betterment examination within one year of passing the Sixth Semester examination.
- ii) No betterment shall be allowed in the practical examinations.
- iii) Any difficulty which may arise in the course of operation of these regulations relating to holding of examinations shall be removed by the Examination Committee of the Dibrugarh University.

Results and Progression

- i) A candidate, shall be declared as passed a course, provided he/she secures-
 - a) at least 40% marks in the course in the End-Semester examinations
 - b) at least 40% marks in the course in aggregate in the In- and End-Semester examinations

- ii) A candidate shall be declared as passed a semester, provided he/she passes all the courses of a semester independently.
- iii) The marks of In-Semester examinations obtained by the candidate shall be carried over for declaring any result.
- iv) A candidate who fails or does not appear in one or more courses of any end semester examinations up to Sixth Semester shall be provisionally promoted to the next higher semester with the failed course as carry over course(s). Such candidates will be eligible to appear in the carry over course in the next regular examinations of those courses. However, the following restrictions shall be applicable:
 - a) A candidate shall be entitled to a maximum of three consecutive chances to clear a course.
 - b) If a candidate clears the Sixth Semester examination before clearing all the courses of the previous semesters, the result of the Sixth Semester examination of that candidate shall be kept withheld and his/her results shall be announced only after he/she clears the courses of the previous semesters.
- v) A student must pass all his/her semester examinations within five years from the date of admission to the First Semester of any programme.
- vi) Since the semester system involves continuous assessment, there shall be no scope for a student to appear as a private candidate in any programme in this system.
- vii) A candidate shall be declared to have passed the Six-Semester Degree BA/BSc/BCom programme provided he/she has passed all the semesters and in all the courses separately.

viii) The degrees shall be offered to each candidate, who has passed the Six-Semester Degree BA/BSc/ BCom programme in the following manner-

Table-2: Award of Degree

<i>General (Non-Major) Programme</i>		<i>Major/ Specialty Programme</i>	
60% and above marks in aggregate	First Division	60% and above marks in major courses in aggregate	First Class
50% and above but less than 60% marks in aggregate	Second Division	50% and above but less than 60% marks in major courses in aggregate	Second Class
40% and above but less than 50% marks in aggregate	Simple pass	40% and above but less than 50% marks in major in aggregate	Simple pass (the same degree shall be treated as general degree for BA/ BSc/BCom programme)

Course Structure of Bachelor of Arts (BA) Programme in the Semester System

1. The syllabus for each course should be divided into modules or units and questions shall be set from each unit and students shall be required to answer questions in each unit. Unit-wise distribution of marks shall be shown in the syllabus.
2. In case of major/non-major courses having practical components; marks shall be divided into two courses as- 60 marks for theory and 40 marks for practical.
3. The Theory and Practical courses of a particular subject shall be separate and independent.

4. The allocation of marks for the practical components in all subjects may not be exactly 40% of the total marks of the course. However, such allocations shall be complied with the main course structure of the programme.

5. The General Course Structure for the BA programmes shall be as below:

Table-3: General Course Structure of BA Programme

<i>Semester</i>	<i>General Programme</i>				<i>Major Programme</i>			
	<i>Compulsory</i>	<i>Non-Major</i>	<i>Skill Based</i>	<i>Total</i>	<i>Compulsory</i>	<i>Non-Major</i>	<i>Major</i>	<i>Total</i>
I	200	200	----	400	200	100	100	400
II	200	200	----	400	200	100	100	400
III	200	200	----	400	100	100	200	400
IV	200	200	----	400	100	100	200	400
V	----	200	200	400	----	----	400	400
VI	----	200	200	400	----	----	400	400

Rules for Internal Assessment in BA/BSc/BCom Programmes in Semester System

1. The marks allotted for Internal Assessment (20%) in each course shall be based on the following:

- a) Sessional Examination I (Written)- 40% of the marks allotted for internal assessment.
- b) Sessional Examination-II (Written)- 40% of the marks allotted for internal assessment.
- c) Seminar/Group Discussion- 20% of the marks allotted for internal assessment.

Each sessional examination shall be conducted by the concerned teacher(s) of the course. The setting of question paper, invigilation duty, evaluation of answer-scripts for each paper shall be done by the concerned teacher(s) as a part of his/her/their normal duty. The teacher concerned shall fix the date of the sessional examination of each course complying with the Academic Calendar of the University. The students shall have to write the answers in the scripts provided and duly authenticated by the college/institute concerned.

2. After evaluation, the answer scripts should be shown to the students and corrections should be made if necessary. After this, the answer scripts should be collected back from the students.
3. There shall be no provision for “repeat”/“betterment” in the sessional examination. If a student misses any sessional examination for unavoidable reasons, the concerned teacher may allow the student to appear in a separate examination at his/her own discretion.
4. The marks of internal assessment secured by a candidate shall be carried over to next legitimate chances.
5. If a course is taught by more than one teacher then the concerned teachers shall combinely conduct the process of internal assessment.
6. If any student fails to appear in internal assessment, he/she shall not be eligible to appear in the end semester examinations of the course(s) concerned. The colleges/institutes shall notify the same prior to filling up forms for examinations.
7. At the end of the semester (before the End-Semester examinations begin) the concerned college shall submit the internal assessment marks in proper mark

sheets to the University. The University may call the answer scripts from the colleges/institute at any time during the academic sessions.

1.4. Place of English in UGC Model Curriculum

In the Preface to the Recommendations of Curriculum Development Committee for English and Other Western Languages, Sukanta Chaudhuri, the Convenor of the Committee, remarks that-

English course-general, elective and honours, undergraduate, and postgraduate-perhaps constitute the most widely studied group of programmes at colleges and universities across India. Clearly, no single curriculum can serve the wide range of interests, needs, and skills apparent in the discipline across our large and diverse country. More positively, it may be thought imperative to leave scope for a variety of interests and approaches, so that the nation may profit from the full range of possibilities inherent in the discipline. At the same time, a certain equivalence of structure and standard is obviously called for: to ensure this might be thought the chief purpose of an All India Curriculum Development Committee. (7)

To formulate a college or university curriculum in English possess a special challenge because at some level or other, virtually all students within the Indian university system study a certain amount of English. This is not the case with any other subject. Planning the curriculum thereby becomes a complex task with broader social implications beyond the academic ones. This preamble lays out the principles and curricular structures adopted by this Committee in framing its recommendations.

Any programme or degree bearing the word “English” in its title should ensure a certain competence in using the English language and studying English texts. The nature and level of this competence will vary from programme to programme. This

Committee has assumed the following levels of attainment for the various programmes-

(A) General/Compulsory English programmes should ensure-

- a) ability to comprehend English texts of a moderately advanced nature, such as may be studied by all college and university students in the pursuit of their disciplines,
- b) certain compositional skills in English required in various professions and activities in India, e.g., letter-writing, précis or summary-writing, paragraph composition. This may extend to more specialized skills such as report-writing, copy-editing, copywriting, scriptwriting, translation etc.
- c) a first entry into the more complex literary use of English, and the human values and perceptions conveyed through it.

General/compulsory programmes should consist of 1-3 clusters/papers, depending on the degree of competence aimed at and the number of other compulsory clusters/papers in the syllabus.

The Compulsory or General English programme at most universities consists of one or two clusters/papers. The compass of the programme is usually determined by the overall demand for English in the hinterland, as well as the total requirements of the BA programme. Hence, the target level of such programmes cannot be standardized across the country, or even within a single large university. Much allowance has to be made for the level and extent of English teaching in the feeder schools. At the same time, a minimal standard of English skills need to be ensured among all graduates of all Indian universities. It is the business of this Committee to suggest means to that end.

We have laid down below the basic structure of a three-level programme in Compulsory English. An institution can adopt any one or two of these as the basis for a programme in one or two clusters/papers. In a credit based semester system, the first one or two levels may be adopted as the base programme, and students proceeding to higher levels given additional credits. The third level may also form part of the Elective/Optional/Subsidiary English programme.

In both semester-type and annual-type programmes, there should ideally be a comprehensive structure like that proposed by the earlier Curriculum Development Centre in 1989. In this structure, the institution offers courses at all three levels, and individual students join one or more of them according to their ability and need. The final transcript indicates the number and level of courses taken. The present Committee strongly endorses such an arrangement. It may not be immediately practicable in many cases, but it should be adopted as the ultimate goal.

The division of credit between the various components of each cluster/paper is intended as a general guide. Obviously, universities can adjust this division to suit their special needs. However, all the components at each level should be retained, with approximately the weightage suggested here.

The methods of evaluation indicated below rely on formal classroom testing or examination, keeping in mind the large student numbers, limited time and other constraints of most Compulsory English programmes. Obviously, proper training demands a more interactive process of teaching/learning, with continuous assessment. It is left to the institutions to incorporate as much of this process as possible, and modify the pattern of evaluation accordingly. It is also left to the teachers and institutions to encourage students in habits of General English reading, listening to English radio and television programmes, etc. Wherever possible, language exposure

sessions should be conducted on a regular basis, a part of it through field work and practical experience sessions where students can observe and participate in the use of English in real life.

Level 1

For a Programme Consisting of a Single Cluster/ Paper

(a) *Basic language skills: grammar and usage*: The ability to fill in blanks, correct errors choose correct forms out of alternative choices, join clauses, rewrite sentences as directed, replace indicated sections with single words/ opposites/ synonyms, etc.

To be assessed by objective/multiple-choice tests : 1x20=20% credit

(b) *Comprehension of an unseen passage*: This should simply not only (a) an understanding of the passage in question but also (b) a grasp of general language skills and issues with reference to words and usage within the passage and (c) the power of short independent composition based on themes and issues raised in the passage.

To be assessed by both objective/ multiple-choice and short-answer type tests

: 20% credit

(c) *Composition: Paragraph writing* :15% credit

(d) *Précis/summary writing*: There should be formal training in composition and précis/summary writing through instruction, discussion and written work. The students should not be left to conduct these exercises on the strength of their general reading and understanding of the language. : 15% credit

(e) *Texts*: Short prose pieces (fiction and non-fiction) and (if desired) short poems. The pieces should conform to the practice of simple modern English, whatever their actual date. They should cover a range of authors, subjects and contexts.

With poetry, it may sometimes be advisable to include pieces from earlier periods, which are often simpler than modern examples. In all cases, the language should be accessible (with a medium of explanation and reference to standard dictionaries) to the general body of students schooled in the medium of an Indian language.

Students should be able to grasp the content of each piece; explain specific words, phrases and allusions; and comment on general points of narrative or argument. Formal principles of literary criticism should not be taken up at this stage.

To be assessed by objective/multiple-choice tests (10%) + short answers (20%)
: 30% credit

Level 2

(A) Single Cluster/Paper as Add-on to Level 1

(a) *Language skills*: Skills such as punctuation of passages, changing between direct and indirect speech, expanding points into complete sentences etc : 20% credit

(b) *Letter writing* : 15% credit

(c) *Copy-editing/sub-editing an unseen passage* (including correction of errors)
: 15% credit

(d) *Basic report-writing/short essay* : 20% credit

(e) *Additional texts*: more advanced pieces than in Level 1, covering prose (fiction and non-fiction), poetry and one-act drama. In addition to the skills expected at Level 1, students should be able to discuss broader themes and issues raised by the pieces.

To be assessed by objective/multiple-choice tests (10%) + short answers (20%)
: 30% credit

(B) Integrated Programme in 2 Clusters/ Papers

Cluster/Paper - I

- (a) *Language skills*: Of the types indicated in Level 1 and Level 2(A) above : 30% credit
- (b) *Composition*: writing a short essay : 30% credit
- (c) *Comprehension of an unseen passage* : 20% credit
- (d) *Précis/summary writing* : 20% credit

Cluster/Paper - II

Section 1: Applied English skills

- (a) *Letter writing* : 15% credit
- (b) *Copy-editing/sub-editing a given passage* : 15% credit
- (c) *Basic report writing* : 20% credit

Section 2: Texts

More advanced pieces than in Level 1, covering prose (fiction and non-fiction), poetry and one-act drama.

To be assessed by:

- Objective-multiple/choice tests : 15% credit
- Short-answer tests on factual and explanatory matters 1 : 5% credit
- Short-answer tests on broader issues and problems : 20% credit

Level 3

Clusters/Papers I and II as in Integrated Level 2 Programme (see above)

+

Cluster/Paper - III

Section 1: Advanced Applied Skills : 50% credit

Students may be trained in two or more of the following areas, and tested in at least two.

Writing official reports and proposals

Copy-editing and academic editing (style sheet practice, annotation, proof-reading)

Journalistic report-writing

Script-writing for the media

Writing advertisement copy

Translation

Writing for Internet and preparation of web content

Section 2: Texts

: 50% credit

The texts in this paper (prose and verse) can be of a more advanced and, in good part, literary nature. Their study may involve basic skills of literary analysis. The questions should be divided between the short-answer type and longer critical questions calling for essay-type answers.

Alternative Structures for Compulsory English Programmes

(1 or 2 or 3 clusters/papers at 3 levels)

Level 1

Level 2

Level 3

1. _____

2. _____

3. _____

4. _____

5. _____

6. Remedial _____

7. Remedial _____

8. _____ Extra Credit _____

9. _____ Extra Credit _____

1.5. The BA General English Syllabi of Gauhati University and Dibrugarh University

English was introduced in colonies like India basically for the study of literature and culture. But now-a-days the importance of English as a link language or as a world language has been steadily growing. A paradigm shift has been noticed in the field of ELT with the emergence of the concept of approaches to language teaching in the last century. But, it has been observed that Gauhati University and Dibrugarh University set different goals for their BA General English students.

The new BA English syllabus develops from the innovative and expansive thrust of the previous one and is designed to prepare students to understand and use the English language effectively, build vocabulary and introduce them to current ideas and issues as represented in some of the best examples of English writing. This is true of the General, the Alternative, the Elective and the Major Courses. (GU Syllabus 1)

The GU syllabus aims at providing the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language- “The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative.” While DU syllabus aims at imparting some basic skills in written communication to the student:

The aim of this paper is to impart some of the basic skills in written communication to the student. While a course in English grammar has not been prescribed, the student is expected to have a sound knowledge of grammar. Apart from learning the use of language, the student would be expected to practise the different modes of writing and comprehension which shall include analysis and interpretation. A majority of the classes shall have

to be devoted to working out of exercises by the students. The guidelines for writing of reports, notes, memos, and other specified items shall have to be given in specific classes. (DU Syllabus 45)

1.5. 1. The BA General English Syllabus of Gauhati University

BA General English

2 Papers for Semesters I and II

Marks: 50 + 50 = 100

Credits: 4+4 = 8

The aim of this course is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative. Each paper will have a grammar section of 10 marks. Students having English as their Major subject will have to answer questions on a text indicated in the syllabus, instead of the grammar section. Internal assessment in these two papers may be in the form of an objective-type test.

Paper I

Total Marks : 50 (40+10) (10 marks for Internal Assessment)

Prose : 30 Marks

There will be two compulsory questions of 10 marks each (10×2=20) from a choice of five. Students will also have to write two short notes of 5 marks each (5×2=10) from of choice of four. All questions will be text-based and students will be expected to be familiar with the content of the pieces prescribed.

Texts:

M. K. Gandhi (1869-1948) : The Swadeshi Movement

George Orwell (1903-1950) : Shooting an Elephant

Punyakante Wijenaik (1933-)	: The River
Manoj Das (1934-)	: The Misty Hour
Michael Ondaatje (1943-)	: Angulimala
Rohinton Mistry (1952-)	: Running Water

The following essay is meant for students having Major in English, on which they will be examined in lieu of the grammar section. There will be a compulsory question of 10 marks (10×1=10)

Nissim Ezekiel (1924-2004) : Naipaul's India and Mine

Grammar : 10 Marks

Make sentences using common phrases and idioms (1×5=5)

Common Errors : To be answered as directed (1×5=5)

Paper II

Total Marks : 50 (40+10) (10 marks for Internal Assessment)

Poetry : 30 Marks

There will be two compulsory questions of 10 marks each (10×2=20) from a choice of six. Students will also have to write two short notes of 5 marks each (5×2=10) from a choice of four. All questions will be text-based and students will be expected to be familiar with the content of the poems prescribed.

Texts:

William Blake (1757-1827)	: The Lamb
William Wordsworth (1770-1850)	: The Solitary Reaper
Langston Hughes (1902-1967)	: Harlem
Jayanta Mahapatra (1928-)	: Dawn at Puri
Wole Soyinka (1934-)	: Telephone Conversation
Margaret Atwood (1939-)	: This was a Photograph of Me

Seamus Heaney (1939-) : Punishment

The following two poems are meant for students having Major in English, on which they will be examined, in lieu of the Grammar section. There will be a compulsory question of 10 marks (10×1=10)

Federico Garcia Lorca (1898-1936) : The Sleepwalking Ballad

Agha Shahid Ali (1949-2001) : Postcard from Kashmir

Grammar : 10 Marks

Voice Change, Tag Question, Use of Determiners (1×5=5)

Narration: To be answered as directed (1×5=5)

1.5.2. The BA General English Syllabus of Dibrugarh University

General English Paper I

The aim of this paper is to impart some of the basic skills in written communication to the student. While a course in English grammar has not been prescribed, the student is expected to have a sound knowledge of grammar. Apart from learning the use of language, the student would be expected to practice the different modes of writing and comprehension which shall include analysis and interpretation. A majority of the classes shall have to be devoted to working out of exercises by the students. The guidelines for writing of reports, notes, memos, and other specified items shall have to be given in specific classes.

Unit I : [20 marks] [9 lectures] *Comprehension, Précis*

Unit II : [20 marks] [9 lectures] *Letter Writing, Writing Various Kinds of Business Letters* (eg. Letters of enquiry and answers to queries, letters of reference, sales letters, letters of complaint and answers to complaints, letters relating to legal transactions, letters relating

to placing or orders and compliance with orders, application for a job, along with the CV, letter to editor)

Unit III : [10 marks] [9 lectures] : *Note Making/Writing Memos/Short Notes*

Note making and note taking techniques and types, note making through reading/note-taking through listening techniques of note-taking/making such as: identifying important ideas and supporting details, brief outlining of points, numbering /sequencing of ideas, use of abbreviations/symbols

Unit IV : [20 marks] [9 lectures] *Paragraph writing* (with special emphasis

on creative writing) *Report Writing, Mechanics of Reporting*: ordering information in a logical manner (coherence unity), supporting facts with evidence and illustration, using information transfer devices (charts, graphs, tables, diagrams, etc.), displaying originality in presentation, editing the writing to make it concise, precise and purposeful, listing the source materials used.

Unit V : [20 marks] [9 lectures] *Transcoding Information from Charts,*

Graphs, Visuals etc.

Internal Assessment : [20 marks]

Text Prescribed : Singh, Vandana. *The Written Word*, OUP, Delhi, 2003.

General English Paper II

This paper shall help the student to appreciate different kinds of creative writing and also inculcate desirable social values. These literary texts may be exploited by preparing supportive materials which will facilitate the simultaneous development of language and communication skills as well.

Unit I : Short Stories [40 marks] [23 lectures]

O Henry : “The Last Leaf”

R.K. Narayan : “Under the Banyan Tree”

Vikram Seth : “An Indian in China”

Unit II : Prose [40 marks] [22 lectures]

Verrier Elwin : “A Pilgrimage to Tawang”

Orwell : “Reflections on Gandhi”

Stephen Hawking: “Our picture of the Universe”

Internal Assessment : [20 marks]

Text Prescribed : Forum for English Studies, Dibrugarh (ed.), *Twentieth Century Prose*, OUP, New Delhi, 2001.

1.6. Statement of the Problem

English has been playing an important role in Indian society. Though Macaulay’s objective in introducing education in and through English was to form a class of Indians to continue imperial Britain’s colonizing and civilizing mission, English helped in the growth of nationalism in India and served as the link language among the nationalist leaders from different regions of India who fought against British for India’s struggle for independence. After getting independence, the Parliament of India enacted an Act, called- Official Language Act, 1963, which provided a scope for continued use of English for an indefinite period. Now-a-days English is no more a colonial language; it is treated as a prestigious language. Moreover, English has the status of being the associate official language of India and inter-state communication has been possible only through English. And after the economic liberalization, the role of English as a global language has become all the more important. Indian people have started thinking that it is only English, which can open new vistas in career prospects and transfer of technological knowhow and it is

playing a vital role in international trade and commerce. Though English is taught as L₂ it becomes an essential part of our academics. The Indian Education Commission of 1964-66 clearly mentioned the importance of English at the university level. It stated that “No student should be awarded a university degree unless he has acquired some proficiency in English” (Baruah 5).

The National Policy of Education of 1968 gave emphasis on teaching of English in India- “Special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up with this growth, but also to make her own significant contribution to it. For this purpose, study of English deserves to be specially strengthened.”(Rao 278)

Thus, throughout the ages it has been realized that higher education is not possible without English. Now-a-days, it is observed that while more and more learners are coming forward to learn the English language, only fewer students are really interested in studying English literature. But many researchers have come up with the view that English is not taught as a language in India. Usha Nagpal states that the question whether in the compulsory English paper, literature was to be taught as literature or as a tool for language learning remained “unasked” or “unstated”. She goes on to say that “The skills and abilities required for the study of literature do not facilitate language learning and may prove to be impediments” (95).

Teaching of English greatly improved as a result of pedagogical and linguistic research. Now the stress is on student-centred approaches that seek to encourage student participation, take into account the needs, desires and interests of the students and the focus is on an overall development of communicative skills. But even today, in many classrooms, the teaching of English remained traditional with an emphasis on

teacher-text-centred approaches like lectures, literary surveys, biographical summaries etc. While such approaches may be appropriate and effective for the advanced or major students, they may result in frustration and lack of response and interest on the part of the general undergraduate students. Such approaches tend to minimize student participation and thus fail to capitalize fully on educational and motivational benefits to be gained from the student reaction in the teaching-learning situation. They also fail to consider the linguistic limitations and lack of critical and analytical skills of the students, who may feel unequipped to overcome the difficulty of the text and for whom the foreign literature course may become a painful lesson in deciphering. But, usually students are blamed for difficulties that essentially stem from the methodological weaknesses and unrealistic expectations of the educational system. In Indian context, and particularly in the context of Assam, it is felt that after completion of his/her general degree course, though a general student usually become familiar with the works of the prominent English writers and may also be able to recite some of those lines unerringly, they may not be able to write an application which was not taught in the classroom or may not be able to use English in different real life situations. As a result of this the main goal of teaching and learning English at the undergraduate level is always lagging behind.

1.7. Rationale of the Study

Teaching of English has undergone different stages of development because of some pedagogical and linguistics research conducted in this field. After the World War II, the teaching of ESL or EFL has been regarded as an important activity and consequently it has emerged as an autonomous profession. Researches on ELT profession started exploring new directions in methodology. Various methods have been introduced, but later replaced by methods based on newer theories. Earlier

methods of language teaching were based on the structural approach; while the communicative language teaching, which was developed during 1970s, was based on the communicative approach to language. This method believes that L₂ can be learnt best through the process of struggling to communicate. This change in language teaching method has brought changes in assumptions about the nature of language and the nature of its teaching goals. Since language teaching is recognized as a bi-directional process, along with teaching, learning and learners' needs have started getting importance in ELT. At the same time, it has also been felt that for effective teaching of English, the proper method of teaching has to be well supported by the right type of material.

The advent of the CLT has paved the way for changing scenario of English language teaching where the goal of language learning has been shifted from "language comprehension" to "communicative competence". Now the stress is on student-centred approaches that seek to encourage student participation, take into account the needs and interests of the students and the focus is on an overall development of the learners' ability to communicate effectively in a wide range of professional and social contexts. It initiated a move towards designing communicative or functional syllabi in the late 1970s and 1980s, which resulted in the emergence of a curriculum approach in language teaching. In India also, the goals of teaching English have undergone various stages of development. "Dealing with improvement in the language competencies in the students in general including English, the Programme of Action formulated under NPE 1986 called for development of textual materials, teacher training and research in the methodology of language teaching, development of infrastructural facilities, designing of remedial courses for the school and university students etc." (Rao 293). At present it is well realized that the English language is no

longer the preserve of a few nations, but is now used globally. Similarly, in India also, English is used in different purposes- such as in science and technology, journalism and mass communication, trade and commerce, day-to-day communication, and as a medium of instruction in higher education. Hence, in this 21st century, the need for developing communicative competence in an international link language like English has become essential. But even today, the ELT in India seems to aim at developing the interpretative skills of learner by making them familiar with well known English literary texts following the ELT trend of pre-independence India which aimed at “mastering the language for the purposes of knowing English culture, literature, life and thought” (Jadhav 17). Using literature as content is considered as “the most Traditional approach, frequently used in tertiary education” (Lazar 24). Here, it is assumed that this approach will improve learner’s knowledge of the language. Proficiency in English is evaluated on the basis of the learner’s ability to appreciate the literary writings of the famous English writers. For this, many researchers have come up with the view that English is not taught as a language in India. Moreover in India, where English is taught as L₂ such approaches may be effective for the advanced students or students taking major in English, or students who have a special interest in study of literature. It is said that “the study of the literary aspect of English is best left to the higher stages of education where provision should be made for specialized study of English as an elective subject” (Baruah 9). Otherwise, such approaches as using literature as content for teaching English may result in frustration and lack of interest on the part of the general undergraduate students. Educationalists and linguists agree to the point that since the needs, interests, and goals of general undergraduates differ substantially from those of major or

advanced students, methods and materials should be designed according to the learning goal and interest of the students.

Now it is well realized that in order to achieve the desired goal of teaching and learning English at the undergraduate level, it is very essential to make a serious survey of the existing methods and materials used for teaching English at the undergraduate level, so that required measures can be taken to make the teaching learning process more effective.

1.8. Objectives of the Study

The objectives of the present study are-

1. To explore the different methods of teaching General English in the undergraduate colleges.
2. To make critical analysis of the materials used for teaching General English in the undergraduate colleges.
3. To see whether the materials are well supported by the adopted methods or vice-versa.
4. To have a critical look at the effectiveness of the methods and materials of teaching General English at the undergraduate colleges.
5. To find out whether the methods and materials used for teaching General English are able to achieve the desired goal or not.

At the end of the study, on the basis of the findings, the researcher tries to put forward some suggestions, which may help in enriching the adopted methods and materials for teaching General English in the colleges affiliated to Gauhati University and Dibrugarh University of Assam.

1.9. Delimitations of the Study

The present study has following delimitations:

1. The study is restricted only to Lakhimpur and Sonitpur districts of Assam.
2. Only twenty colleges are considered for the study.
3. Only BA Semester I and II are considered for the study.

1.10. Organization of the Dissertation

The entire report is divided into five chapters-

Chapter 1: Introduction

Chapter 2: Review of Literature

Chapter 3: Methods of Teaching English as Second Language and Syllabus
Designing

Chapter 4: Research Methodology, Data Analysis and Interpretation

Chapter 5: Findings and Suggestions.

These chapters will be followed by a Bibliography and Appendices.

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