ABSTRACT

The present research on “An Evaluation of Yuvakbharati- a course book in English introduced for Higher Secondary Level in Maharashtra” attempts to study objectively the curriculum of English prescribed for higher secondary schools in the state of Maharashtra with effect from June, 2006. As the new curriculum of English has been prepared keeping in view the recommendations of the National Policy on Education-1986, the National Curriculum Framework for School Education-2000, the National Curriculum Framework-2005, and the policy of the state government. Further, it attempts to understand the basic philosophy behind the new curriculum, in the course book Yuvakbharati. Moreover, it attempts to examine the design of the course book, Yuvakbharati. Furthermore, it attempts to test the hypotheses that: (i) ‘the learners are able to attain the objectives of the course curriculum to acquire the English language’, and (ii) ‘the present curriculum consisting of the course book Yuvakbharati is an adequate document for teaching-learning of English at higher secondary level in Maharashtra’. The sample of selected teachers and students however, represents a fairly comprehensive sample of male and female teachers and students from the urban, semi-urban and rural areas. The students have studied English as a compulsory subject for last few years in different types of schools, where the standard of teaching English varies according to the type and need of the schools. The research attempted to study the English language learners' performance in reading comprehension, communicative speaking and writing as well as guided and free composition. Finally the study aims at suggesting measures to get the
English language teaching and learning situation move in a desirable direction.

The thesis comprises of six chapters in all.

**Chapter One** offers a brief account of historical, political, geographical, religious, cultural, economic and linguistic aspects of Maharashtra, which are of importance in furnishing the necessary background to this study. It is not intended to do a comprehensive survey of the land, for this would be both irrelevant and indeed impossible. The purpose is, rather, to select and describe those characteristics and aspects of the state which are considered to be of particular importance and relevance in giving necessary background for this study.

**Chapter Two** attempts to study objectively the status of English language teaching in India, particularly in the state of Maharashtra. The chapter largely deals with the detailed narration of the history of English in India during the pre-independence and post-independence period. The chapter also discusses language policy in school education in respect to the Three -Language Formula, medium of instruction, and stages of introduction of first, second, and third language. The chapter, moreover, discusses English language teaching situations in Maharashtra; the curriculum and the syllabus of English language education in Maharashtra, and finally, the objectives of English language teaching in Maharashtra.

**Chapter Three** brings out a brief review of the methods and approaches of English language teaching that have been commonly used by the teachers of English in India. They are: the grammar-translation method, the direct method, the Audio-lingual method, the Bilingual method, Dr. Michael West’s The New Method,
Suggestopedia, the structural approach, the structural-oral-situational approach, and the communicative approach etc.

**Chapter Four** deals with the design of the research, by giving details about the objectives of the study, population, samples, preparation of tools i.e. questionnaire for the teachers of English, preparation of test paper for the students of English at higher secondary level in Maharashtra, administration of questionnaire, and test, methods of data analysis and finaly limitations of the study. Thus, the research aimed at evaluating and analysing objectively Yuvakbharati -a coursebook in English introduced for higher secondary level in Maharashtra.

**Chapter Five** has entirely been devoted for the detailed analysis of the data collected from 25 teachers of English through a questionnaire which consisted 19 questions in all as well as and from 200 students learning English in 12th standard through a written test of English which carried maximum 100 marks. The test paper consisted seven questions in all, based on reading comprehension, grammar, and written compositions (guided or otherwise). The test paper was mainly modeled on H.S.C. Board examination question paper pattern. The test was administered in ten higher secondary schools in different five blocks of Nanded district. The questionnaire and the test paper were analysed separately and the facts were drawn out.

**Chapter Six** deals with summary of conclusions and suggestions. An attempt has also been made, in this chapter, to give an account of validation of hypotheses. Both the hypotheses were not validated. The findings of tables (Table No. 5.22 and 5.23) when compared with the findings of tables (Table No. 5. 48, 49; 5.52,53; 5.54,55; and 5.58,59)
point at apparent discrepancies between teachers' opinion about the
course book Yuvakbharati stating that it is an adequate and interesting
document to achieve the course objectives and for incorporating it
with current thinking in linguistics, sociology, psychology and
pedagogy, and the real performance of students in attaining the course
objectives to learn the English language at the higher secondary level
in Maharashtra. In other words, their views regarding the adequacy of
the course book do not correspond with the actual performance of the
students in the test to achieve the course objectives. One cannot guess
about the reasons why the teachers do express their satisfaction
regarding the course book Yuvakbharati, in spite of such a poor
performance of the students. It could be either because of a
copybook response to the questionnaire or because of clear awareness
regarding the real situation of the students. In either case there is an
urgent need for reconsideration of the whole process of syllabus
designing as well as that of teaching / learning.

The remaining parts of the thesis document the Bibliography
and the appendices, so as to form an indispensable reference for
enquiry should it arise while going through the main text.

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