

## **Impediments in the Learning of English Language across the Colleges of District Doda Jammu and Kashmir**

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**Abstract.** English is the most widely spoken and taught language in the world. With more than 1.5 billion speakers, this language has assumed the role of a dominant international language. Though Chinese and Spanish have more native speakers yet English occupies the status of a trade and diplomatic language and thus is rightly termed as the lingua franca of the globe. It is taught and acts a medium of teaching and learning of many other subjects in our country. It has occupied the position of an umbrella subject as under it many courses have been framed in our colleges. In Jammu and Kashmir it is taught under different titles like General English, English Literature, Functional English, Communication English, Business Communication, and Ability Enhancement Course. With the implementation of NEP 2020, this language has been given more space with the inclusion of English as a Major Course, Minor Course, Multidisciplinary Course, Ability Enhancement Course, and Skill Development Course. This paper has attempted to shed some light and critically examine the challenges and problems which are faced by the students of this language. The paper further delves deep into the issues like infrastructural inadequacy, syllabus designing, the concept and pattern of internal assessment tests, role of vernacular languages, teaching methodology etc. The paper is based on a field study wherein the researcher has collected data from the students of all the government colleges of District Doda through a questionnaire which includes both descriptive and multiple choice questions.

**Keywords :** English; teaching; vernacular; methodology; syllabus.

English is the most widely spoken and taught language in the world. With more than 1.5 billion speakers, this language has assumed the role of a dominant international language. Though Chinese and Spanish have more native speakers yet English occupies the status of a trade and diplomatic language and thus is rightly termed as the lingua franca of the globe (statisa.com).

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subject as under it many courses have been framed in our colleges. In Jammu and Kashmir it is taught under different titles like General English, English Literature, Functional English, Communication English, Business Communication, and Ability Enhancement Course. With the implementation of NEP 2020, this language has been given more space with the inclusion of English as a Major Course, Minor Course, Multidisciplinary course, Ability Enhancement Course, and Skill Development Course.

The indispensable status of English language can further be understood by the fact that any student who appears in the computer based test for admission (conducted by National Testing Agency) in any college has to attempt the English paper compulsorily. Without that he would be left ineligible to take admission in any course of our colleges.

District Doda is the largest district of Jammu and Kashmir and is in the eastern part of Jammu Division. It is located at 33.13 degrees North and 75.57 degrees East. The district does not touch any international border and shares its borders with Anantnag, Ramban, Kishtwar, Udhampur and Chamba District of Himachal Pradesh ([doda.nic.in](http://doda.nic.in)). Historically it is said that one of the Rajas of Kishtwar persuaded a utensil maker Deeda, a migrant from Multan (now in Pakistan) to settle in this territory and set up a utensil factory. It is said that with the passage of time the word "Deeda" changed into "Doda" ([doda.nic.in](http://doda.nic.in)).

Another story goes that this territory was famous for poppy cultivation and in local parlance the lower part of the poppy flower was called "Dod" which, with the passage of time changed into Doda. The entire area of Doda including some parts of Mahore was initially divided into two independent states of Kishtwar and Bhaderwah. Doda is also known for the famous seer Shah Farid ud Din Bagdadi who came to Doda, married there, stayed for around fourteen years and then shifted to Kishtwar ([doda.nic.in](http://doda.nic.in)). He was respected and held in high esteem by all the religions and in his reverence some people still call Doda as Faridabad.

One observation by Dr G A Fierson, the compiler of Linguistic Survey of India during the years 1898-1928, holds an important place in the literary and cultural circles of Doda. He used the term "Pahari" for its inhabitants and urged that culturally and linguistically the inhabitants from this Himalayan belt up to the eastern parts of Nepal are Pahari. ([doda.nic.in](http://doda.nic.in))

With four sub-divisions, sixteen Tehsils, more than four hundred revenue villages, around 1500 schools, two university campuses, five government degree colleges, three industrial training institutes, one polytechnic college and one medical college District Doda has the distinction of being the largest district of Jammu and Kashmir with an area of 11691 square kms (doda.nic.in).

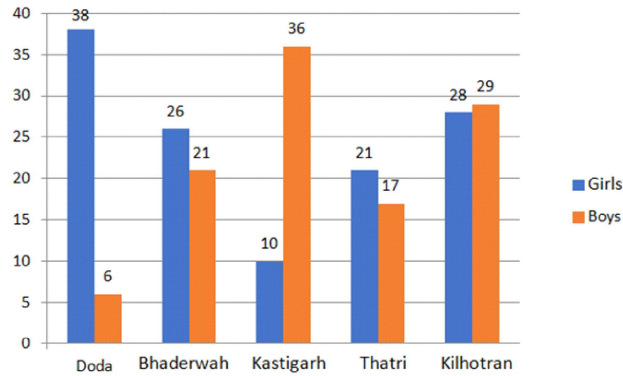
The teaching of English language to the undergraduate students of such a remote and hilly terrain is a challenging task as the students come from different social, economic, and educational backgrounds. The problem gets doubled as the objectives of teaching and learning English are varied. Some students study it to learn a new language while others want to get good grades in their examinations. There are a few others who learn it as an academic compulsion as most of the courses are taught in this medium. Thus, there are many challenges like infrastructural inadequacy, syllabus designing, the concept and pattern of internal assessment tests, role of vernacular languages, teaching methodology etc. which are faced by English teachers as well as students of this language.

### Methodology

A multiple choice questionnaire was framed and after deliberations with the English teachers, it was mailed to them with the request to circulate it among their students in hard form. They were requested to guide and help the students to understand the questions asked. Further in order to make the study accurate, it was assured that the teacher in no way shall influence the students in filling the answers. Only the students from second and third year were chosen for the study.

The college wise number of participants is as under:

S. No.	Name of the college	Girls	Boys	Total
1	Govt Degree College Doda	38	06	44
2	Govt PG College Bhaderwah	26	21	47
3	Govt Degree College Kastigarh	26	10	36
4	Govt Degree College Thathri	21	17	38
5	Govt Degree College Kilhotran	28	29	57
<b>6</b>	<b>Grand Total</b>	<b>139</b>	<b>83</b>	<b>222</b>



**Graph showing college wise and gender wise number of participants**

GDC Doda and GPGC Bhaderwah are located in the towns whereas GDC Thatri, GDC Kilhotran and GDC Kastigarh are located in the rural or semi rural areas.

Following options were given to the students:

1. Fully satisfied
2. Partially satisfied
3. Not satisfied
4. None of the above

The questionnaires were collected and the data was accordingly compiled.

**Parameters and Areas taken:** In order to study the different challenges faced by the students and teachers in learning and teaching of English language following areas were covered;

1. The way English language is taught in the classrooms.
2. Facilities available for teaching and learning of English language.
3. Methodology adopted by the teachers.
4. Infrastructure and management of English language laboratories.
5. Efficiency and delivery of English teachers.
6. Syllabi designed for English subject.

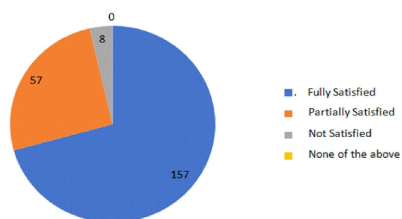
**Results**

After the compilation of the data received, following results were achieved:

1. The way English language is taught in the classrooms:

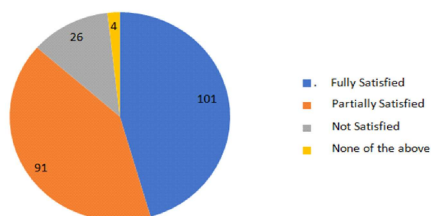
Impediments in the Learning of English Language

Fully Satisfied	Percentage	Partially Satisfied	Percentage	Not Satisfied	Percentage	None of the above	Percentage
157	70.7%	57	25.6%	08	3.6%	Nil	Nil



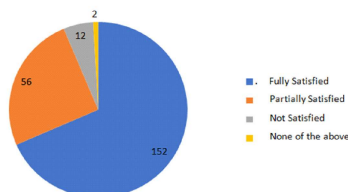
1. Facilities available for teaching and learning of English language:

Fully Satisfied	Percentage	Partially Satisfied	Percentage	Not Satisfied	Percentage	None of the above	Percentage
101	45.4%	91	40.9%	26	11.7%	04	1.8%



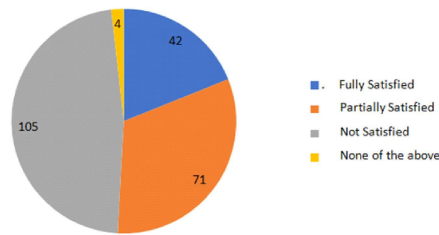
3. Methodology adopted by the teachers:

Fully Satisfied	Percentage	Partially Satisfied	Percentage	Not Satisfied	Percentage	None of the above	Percentage
152	68.4%	56	25.2%	12	5.4%	02	0.9%



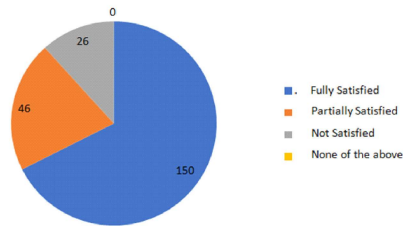
**4. Infrastructure and management of English language laboratories:**

Fully Satisfied	Percentage	Partially Satisfied	Percentage	Not Satisfied	Percentage	None of the above	Percentage
42	18.9%	71	31.9%	105	47.2%	4	1.8%



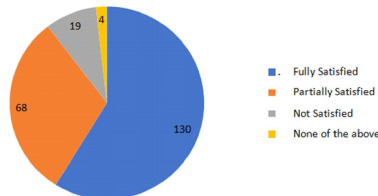
**5. Efficiency and delivery of English teachers:**

Fully Satisfied	Percentage	Partially Satisfied	Percentage	Not Satisfied	Percentage	None of the above	Percentage
150	67.5%	46	20.7%	26	11.7%	Nil	Nil



**6. Syllabi designed for English subject:**

Fully Satisfied	Percentage	Partially Satisfied	Percentage	Not Satisfied	Percentage	None of the above	Percentage
130	58.5%	68	30.6%	19	8.5%	04	1.8%



**Observations**

1. As per the results, it can be noticed that more than 70% students are satisfied the way how English is taught in the classrooms which implies that the English teachers across the district are performing well. An interesting facet of this question is that students in the rural areas seem to be more satisfied as compared to the students in towns.
2. More than 45% students are satisfied with the facilities in their colleges, where as more than 40% showed partial satisfaction. More than 11% students are not satisfied at all with the available facilities. Here again the students of the colleges established in the last century are more towards the satisfaction side. Around 1% students choose no answer in this question.
3. In the methodology adopted by the teachers, whopping 68% students showed complete satisfaction whereas 25% students are partially satisfied. Around 5% students are not at all satisfied whereas 1.8% students have no opinion in this regard. The students in the rural and semi rural colleges seem to be more satisfied as compared to the students studying in the colleges located in the towns.
4. As far as infrastructure is concerned a shocking figure of more than 47% students are not at all satisfied whereas 31% students showed partial satisfaction. Only around 18% students are satisfied with the infrastructure and management of English language laboratories. In this regard GDC Doda fares better as the only 10 students have shown their dissatisfaction. Surprisingly out of 47 students, 36 students from Bhaderwah, which is one of the oldest colleges in Jammu and Kashmir have expressed their partial or complete dissatisfaction. Moreover the newly established colleges like Kastigarh, Kilhotran and Thathri too do not show positive results in this regard.
5. More than 67% students expressed their complete satisfaction with the efficiency of their teachers whereas around 20% students believe that further improvement needs to be done in this regard. 11% students are not satisfied with their teachers. Surprisingly more students studying in the rural and semi rural colleges have shown satisfaction with the efficiency and delivery of their teachers.
6. A good percentage of more than 58% students are satisfied with the syllabi of their courses in English subject where as 30% students believe that there is a need to redesign and revisit the syllabi. Only 8% students are not satisfied and 1% students choose to have no opinion in this regard.

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**Conclusion:** On the basis of the data received and the results derived, a lot more needs to be done in order to minimise the challenges and fill the gaps in the teaching-learning of English language. The data suggests that more emphasis is to be laid on the development of the infrastructure, establishment of language laboratories and other allied facilities in the colleges across district Doda. One promising aspect of this study is that the students have not shied away from expressing their opinions and more girls have taken part in the study. Further a good number of students (around 68%) have shown their satisfaction with the efficiency of their teachers, methodology adopted by them and the overall teaching of English language in their classrooms.

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