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**NAVIGATING OBSTACLES: AN ANALYSIS OF ENGLISH LANGUAGE TEACHING  
IN COLLEGES OF DISTRICT DODA, JAMMU AND KASHMIR**

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**Abstract**

*This paper seeks to illuminate and critically assess the challenges faced by English language teachers in the colleges of District Doda, Jammu and Kashmir. The paper extensively explores various aspects related to the teaching of the English language in classrooms. It addresses issues such as the methods employed for English language instruction, the available facilities for teaching and learning, student responses, the management of English language laboratories, syllabi designed for the English subject, the use of vernacular in English language instruction, and the necessity for revising the*

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*teaching and learning methodologies at the school level. The paper also identifies issues in the instruction of English language at the college level, while also shedding light on deficiencies in English language education at the elementary level. Additionally, it strives to propose viable and practical solutions to these pedagogical challenges. The overarching goal of the paper is to integrate the research work conducted in the field of English language education into the mainstream canon, ultimately elevating the status of District Doda in this academic domain. The focal point of paper lies in its foundation on a field study. In this study, researchers gathered data from subject teachers in all government colleges within District Doda using a questionnaire.*

**Keywords:** English, Teaching, Vernacular, Methodology, Syllabus

**Introduction:** In 2007, District Doda underwent trifurcation, resulting in the formation of Ramban, Doda, and Kishtwar. Doda, situated in the eastern part of Jammu Division, is one of the largest districts in Jammu and Kashmir. Positioned at coordinates 33.13 degrees North and 75.57 degrees East, this district does not adjoin any international border. Instead, it shares its boundaries with Anantnag, Ramban, Kishtwar, Udhampur, and the Chamba District of Himachal Pradesh ([doda.nic.in](http://doda.nic.in)).

District Doda of Jammu and Kashmir has a total population of 409,936 as per the census 2011. Out of which 213,641 are males while 196,295 are females. In 2011 there were a total 79,636 families residing in Doda district. The average sex ratio of the district is 919. According to the 2011 census, 8% of the total population resides in urban areas, while 92% resides in rural areas. The average literacy rate in urban areas is 85.6%, compared to 62.7% in rural areas. In Doda district, the sex ratio is 795 in urban areas and 930 in rural areas. The overall literacy rate stands at 64.68%, with a male literacy rate of 64.88% and a female literacy rate of 40.99%

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(censusindia.co.in). Kashmiri, Urdu, Bhadarwahi, Deswali, Gojri, Siraji, etc. are the main languages spoken in different areas of Doda (doda.nic.in). In a paper on “Saraz and Sarazi: Situating a Language and Linguistic Zone in Jammu and Kashmir”, a researcher from University of Delhi writes, “Doda’s population comprises different communities and though people follow different religions and speak different languages, they have an essential unity in their faith in a secular way of life” (Chakraverti).

According to data obtained from the District Institute of Education and Training, the district is home to fifty-two government higher secondary schools and one hundred seven government high schools. However, the official website of the Department of School Education, Jammu and Kashmir (jkeducation.gov.in), reports a slightly different count, indicating thirty-nine higher secondary schools and sixty-eight high schools. In addition to these government institutions, there are approximately ten private higher secondary schools and thirty private high schools within the district. Turning to higher education, Doda boasts five government degree colleges and one private B. Ed College.

Like the most states in India, English serves as the medium of instruction in schools and colleges in Jammu and Kashmir. “The concept of English as a Medium of Instruction (EMI) has become popular throughout the world due to the importance of English as a communication tool, especially in business and research” (Adams). English serves as the primary medium of instruction in schools and colleges within District Doda, holding an indispensable position in the curriculum. Formal instruction in this language begins at the pre-primary level and continues as a mandatory subject up to the 12th grade. English is offered in colleges under various designations such as General English, English Literature, Functional English, Communication English, Business Communication and Ability Enhancement Course. The National Education Policy (NEP) 2020 has significantly expanded the prominence of this language by introducing it as a

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Major Course, Minor Course, Multidisciplinary Course, Ability Enhancement Course, and Skill Development Course.

English is mostly taught through translation, recitation, and dictation. Chalk and board with lecture method of teaching is most common in the schools and colleges. Despite the widespread integration of smart classrooms in educational institutions due to technological advancements, the effectiveness of these classrooms in enhancing the teaching of the English language remains minimal. The majority of teachers and students lack the necessary technological proficiency to effectively utilize smart classroom resources. Additionally, challenges such as challenging terrain, inadequate infrastructure, and unreliable internet connectivity further impede the teaching and learning of the language.

**Area of Study:** District Doda.

**Objectives of the Study:** Following are the main objectives of this study:

1. To identify the problems in the teaching of English language at college level.
2. To highlight the infrastructural and methodological inadequacies in the teaching of English language.
3. To bring into focus the shortcomings in the teaching of English language at elementary level.
4. To present some feasible and practical solutions to these pedagogical problems.
5. To integrate District Doda into the established body of research within the field of English language studies.

**Methodology:** A multiple choice questionnaire was framed and its face and content validity was obtained from the subject experts. Subsequently, after extensive deliberations with English teachers from all the colleges in District Doda, the questionnaire was distributed via mail with a formal request for their participation in filling it out. The college wise number of participants is as under:

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S. No.	Name of the college	No. of teachers
1	Govt Degree College Doda	1
2	Govt PG College Bhaderwah	3
3	Govt Degree College Kastigarh	1
4	Govt Degree College Thathri	1
5	Govt Degree College Kilhotran	1
<b>6</b>	<b>Grand Total</b>	<b>7</b>

Brief Profile of the colleges:

S. No.	Name of the college	Year of Establishment	Student strength	NAAC Accreditation	Location	Infrastructure
1	Govt Degree College Doda	1989	1154	B Grade	Urban	Good
2	Govt PG College Bhaderwah	1955	1350	B Grade	Urban	Good
3	Govt Degree College Kastigarh	2019	62	Not Accredited	Rural	Poor
4	Govt Degree College Thathri	2008	201	Not Accredited	Semi Urban	Poor
5	Govt Degree College	2008	353	Not Accredited	Semi Urban	Average

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	Kilhotran					
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GDC Doda and GPGC Bhaderwah are located in the towns whereas GDC Thathri, GDC Kilhotran and GDC Kastigarh are located in the rural or semi rural areas. GPGC Bhaderwah is the oldest college whereas GDC Kastigarh was established in the year 2019.

For the first seven parameters following options were given to the participants:

1. Fully satisfied
2. Partially satisfied
3. Not satisfied
4. Undecided

For the last three parameters following options were given to the participants:

1. Fully Agreed
2. Partially Agreed
3. Not Agreed
4. Undecided

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. Response of the students in the classrooms.
4. Infrastructure and management of English language laboratories.
5. Command and fluency of students over English language.
6. Syllabi designed for English subject.
7. Response of the students in internal assessments and final examination.

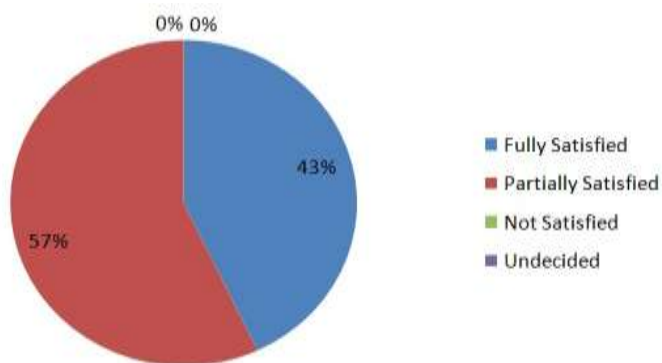
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- 8. Use of vernacular while teaching English language.
- 9. Weak base in English language at school level.
- 10. Need to revise the methodology of teaching and learning English language at school level.

**Results:** After the compilation of the data received, following results (in percentage) were achieved:

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

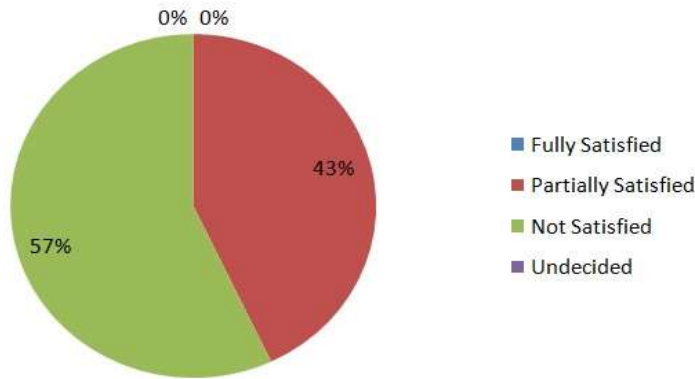
Fully Satisfied	Partially Satisfied	Not Satisfied	Undecided
43 %	57 %	0	0



**2. Facilities available for teaching and learning of English language:**

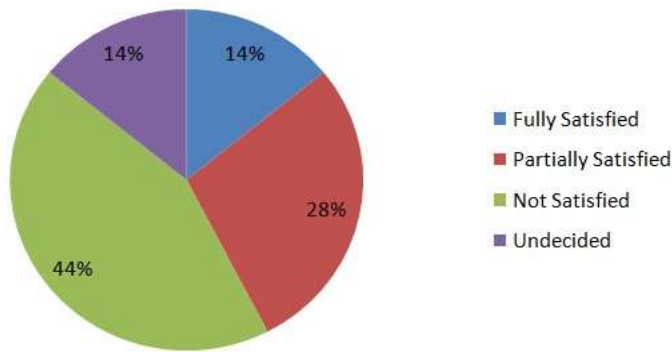
Fully Satisfied	Partially Satisfied	Not Satisfied	Undecided
0	43 %	57 %	0

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**3. Methodology adopted by the teachers:**

Fully Satisfied	Partially Satisfied	Not Satisfied	Undecided
14 %	28 %	44 %	14 %

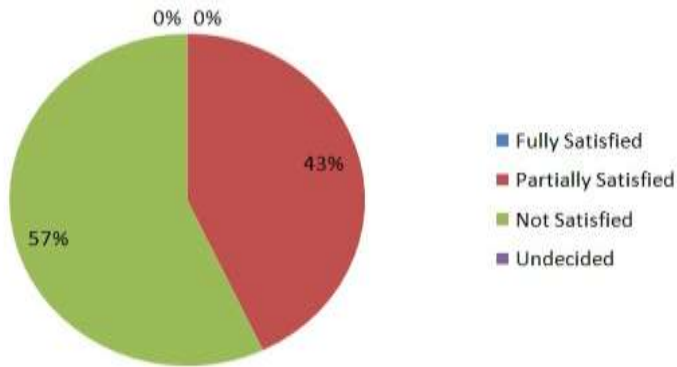


**4. Infrastructure and management of English language laboratories:**

Fully Satisfied	Partially Satisfied	Not Satisfied	Undecided
0	43 %	57 %	0

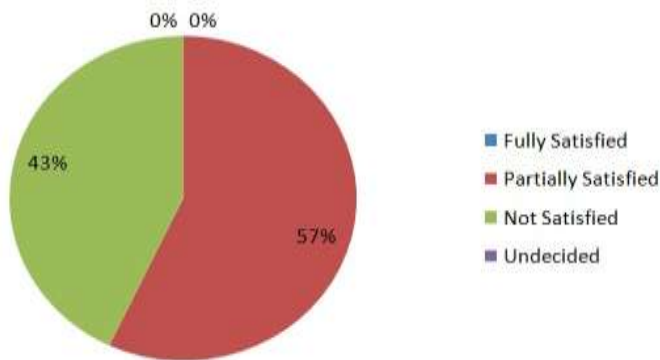


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**5. Efficiency and delivery of English teachers:**

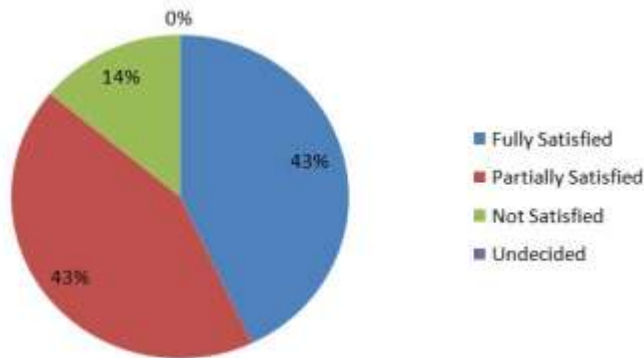
Fully Satisfied	Partially Satisfied	Not Satisfied	Undecided
0	57 %	43 %	0



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

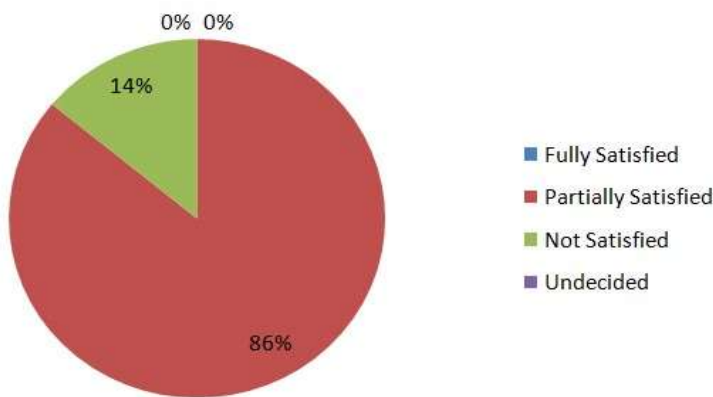
Fully Satisfied	Partially Satisfied	Not Satisfied	Undecided
43 %	43 %	14 %	0

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**7. Response of the students in internal assessments and final examination:**

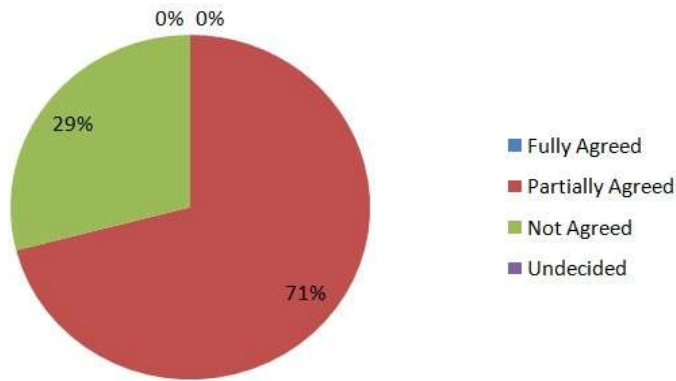
Fully Satisfied	Partially Satisfied	Not Satisfied	Undecided
0	86 %	14 %	0



**8. Use of vernacular while teaching English language:**

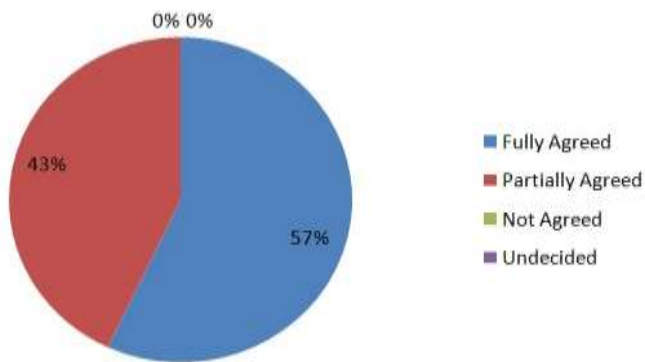
Fully Agreed	Partially Agreed	Not Agreed	Undecided
0	71 %	29 %	0

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**9. Weak base in English language at school level:**

Fully Agreed	Partially Agreed	Not Agreed	Undecided
57 %	43 %	0	0



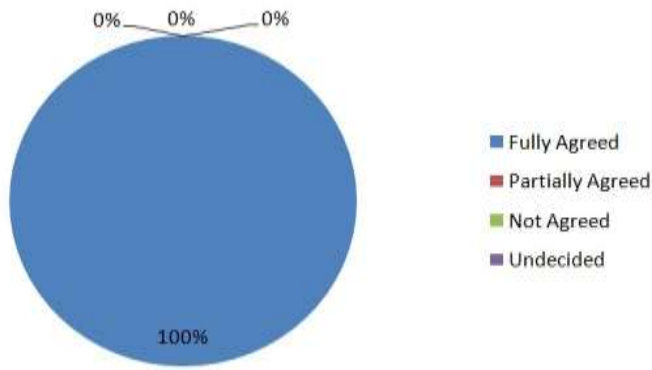
**10. Need to revise the methodology of teaching and learning English language at school level:**

Fully Agreed	Partially Agreed	Not Agreed	Undecided
100 %	0	0	0

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**Observations:**

1. In the first parameter, 43% teachers are fully satisfied with the methodology used while teaching English language in the classrooms whereas 57% showed partial satisfaction. No teacher seems to be unsatisfied with the way how this language is taught. The result implies that a lot needs to be done to synchronise the methodology with the new and emerging technology and this newly adopted technology should be upgraded as per the linguistic and syntactical needs of the students.
2. As far as the facilities available for teaching are concerned, it is shocking but not surprising that 57% teachers have expressed complete dissatisfaction, whereas 43% teachers have shown partial satisfaction. An interesting fact which must be noticed here is that GDC Kastigarh and GDC Thathri don't own any buildings but are running in private accommodation with bare minimum facilities. They don't have modern classrooms and thus the teachers have to stick to chalk and board strategy only.
3. It is noteworthy that only 14% of teachers express full satisfaction with a key parameter – specifically, the methodology employed in classrooms. Furthermore, 28% indicate partial satisfaction, while a significant 44% report being entirely unsatisfied. A notable 14% of teachers find it challenging to determine their stance on this particular parameter.

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4. Concerning the infrastructure and management of language laboratories, a substantial portion of teachers (57%) express full dissatisfaction, while 43% of teachers indicate partial satisfaction with this aspect. This finding is noteworthy given that none of the colleges in the district under investigation possess language laboratories. Though GPG College Bhaderwah has a laboratory yet it has not been updated and upgraded for years.

5. Achieving proficiency in language is imperative for language students, necessitating a strong command and fluency. Nonetheless, 43% of teachers express complete dissatisfaction, asserting that students exhibit significant weaknesses in both fluency and command of the English language. Conversely, 57% of teachers report partial satisfaction with students' proficiency in these aspects.

6. As far as the syllabus of the subject is concerned, 43% teachers showed full satisfaction whereas another 43 % showed partial satisfaction. 14% of the teachers showed dissatisfaction over the way how syllabus is framed. During the syllabus design process, it is imperative for the syllabus designer to engage in consultations with individuals who have direct interactions with the learners. It is noteworthy to highlight that the syllabus for various courses is formulated by the Board of Studies at the University of Jammu. The Board of Studies comprises the heads of the English departments from all constituent colleges. Nevertheless, it is important to acknowledge that college teachers have minimal influence in the syllabus design, as the meetings are largely procedural, involving minimal substantive input, and primarily focused on paperwork.

7. In the current research, another critical parameter is to assess and evaluate students' learning outcomes. Therefore, it is imperative to enhance this parameter by replacing traditional examination methods with innovative tools and techniques. A noteworthy finding reveals that 86% of teachers express partial satisfaction with students' performance in both internal assessments and final examinations, while 14% of teachers report complete dissatisfaction.

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8. In the primary parameter of this study, 71% of the teachers concur that an English teacher ought to employ vernacular as the medium of instruction in the classroom. Conversely, 29% of teachers assert that English should be exclusively taught in the English language, and that a teacher should refrain from using vernacular in the classroom.

9. A consensus among 57% of teachers asserts that the inadequacy of English language proficiency at the school level serves as a root cause for challenges encountered by both teachers and students at the college level. These educators advocate for a comprehensive restructuring of the teaching pedagogy at the school level to address this issue. In contrast, 43% of teachers express partial agreement with this perspective, contending that modifications are warranted at both the school and college levels.

10. Another parameter under consideration involves the reassessment of the English language teaching methodology at the school level. In this context, all teachers express a unanimous belief in the imperative need to revise the teaching and learning methods of the English language at the school level. This revision is deemed essential to address the challenges faced by both teachers and students at the college level.

**Conclusion:** Despite English being taught from the elementary level and extending to college and university as a medium of instruction, the four fundamental language skills, namely reading, writing, speaking, and listening are not fully developed in students. This suggests that there is a gap in the methodology employed for teaching this language that requires attention and improvement.

The proliferation of colleges with insufficient infrastructure has posed challenges to the instruction of various subjects, with a specific impact on the teaching of the English language. A well-equipped classroom stands as a fundamental prerequisite for effective instruction in any subject; however, a significant number of colleges in District Doda fail to meet this foundational infrastructural need. While some colleges may possess adequate overall infrastructure, the

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absence of a dedicated English laboratory, crucial for language instruction, remains a notable deficiency in certain institutions.

The restructuring of both the examination pattern and curriculum is imperative to discourage rote memorization among students and foster a comprehensive and thorough understanding of the English language.

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