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## A STUDY OF THE PROBLEMS FACED BY B. Ed. TEACHERS TEACHING IN A CLASSROOM OF ENGLISH AND MARATHI MEDIUM STUDENTS OF MUMBAI

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### ABSTRACT

*Teachers occupy a prominent place in the society. They are responsible for building a particular country or nation. The teacher education institutions established throughout India are producing teachers to meet the need of teachers in the country. But, NCTE, the recognizing body of teacher education has given the relaxation to all states to start the course by following vernacular medium. As a result the students of English and Marathi-medium sit together in the classroom in the Colleges of Mumbai For this, the B.Ed. teachers face the problem of teaching them in two languages simultaneously. The present study highlights some of the problems faced by the B.Ed. teachers of Mumbai.*

### KEYWORDS

B.Ed. teacher, English medium, Marathi medium, NCTE, bi-lingual classroom.

### INTRODUCTION

Professional success of every professional in his profession depends mainly on his up-to-date professional knowledge, fullest devotion and dedication along with his efficient and effectiveness. In the present day world, with the advancement in technology these qualities can be inducted through education. Since teaching occupies an honourable position in the society, therefore Education Commission recommended the introduction of "a sound programme of professional education of teachers". But, as a teacher tries to teach in the way in which he himself was taught by his favourite teachers, this tends to perpetuate the traditional methods of teaching. Such an attitude becomes an obstacle in the present situation when new and dynamic methods of instruction are needed. This situation can be modified only by effective professional education which will initiate the teacher to the needed revolution in teaching and lay the foundation for his future professional growth.

### REVIEW OF LITERATURE

A review of related studies is very much essential in undertaking a research work as it enables the researcher to find out the areas in which research has been done and which area is left untouched by the researchers.

Let us focus on few studies undertaken in this field.

**Desai Leena V.** (1991) in her study "A Study of the difficulties faced by the Teacher educators training the teachers for primary schools in Junior Colleges of Education in Greater Bombay" finds that the teacher educators having Marathi-medium and Gujarati-medium face more difficulties than the teacher-educators having Urdu medium in terms of difficulties related to the teacher-educators. There is a significant difference in the difficulties of the teacher educator having different media of instruction, level of teaching experience and level of qualification for the difficulties related to the teacher-educator, teacher-trainee, the curriculum and the process respectively. There is a significant difference in the difficulties faced by male and female teacher-educators in training the teachers for primary schools. Male teacher-educators face more difficulties than the female teacher-educators.

**Gokhale Madhuri** (1989) in her study "A critical Study of the difficulties faced by the Teachers in teaching Marathi in the English-medium schools" finds that there is a significant difference in the difficulties faced by teachers with different levels of academic and professional qualifications. There is a significant difference in the teacher related, text-book related, subject related, school related and student related difficulties faced by the teachers teaching Marathi in English-medium schools with different levels of academic and professional qualifications. There is no significant difference in the difficulties faced by male and female teachers teaching Marathi in English-medium schools with different levels of academic and professional qualification. There is no significant difference in the teacher-related and subject related difficulties faced by male and female teachers. There is a significant difference in the text-book related, school related and student related difficulties faced by male and female teachers.

**Kunj Bali** (1993) studied the difficulties faced by English teachers in teaching English in Hindi-medium schools of standard VIII, IX and X of Greater Bombay and found that the English teacher cannot give individual attention to all the students due to overcrowding of the students in the classroom. They have less time for correcting home task and unable to motivate students due to unavailability of teaching learning materials in English in the school and hence opt mixed method of teaching. The lesson in the text books were above the mental level of the students.

**Sabharwal Renu K** (1991) studied the difficulties faced by teachers teaching those subjects in which they are not trained and found that there is a significant difference in the teaching difficulties of teachers teaching different subjects in which they are not trained (due to lack of interest, knowledge, facilities, good text books) and teachers teaching those subjects in which they are trained.

**Mishra J.N.** (1968) in his study "A Study on the Problems and Difficulties of language teaching at secondary level" revealed that, about sixty percent teachers encountered difficulties in teaching prose, especially in drilling the meaning of words, explanation and paraphrasing them. More teachers prefer Translation Method and less use the Direct Method in classroom teaching. Less number of teachers encourage students in developing reading ability. They also feel that the facilities available in the school are inadequate and never encourage them towards adopting better method of teaching in the classroom situation.

### NEED / IMPORTANCE OF THE STUDY

Teaching profession needs experience and expertise in the respective fields on the part of a teacher. But, all teachers are not proficient, some are facing problems. Especially, if a classroom consists of both medium students, then which medium of instruction the teacher will adopt? Is he/she proficient in both medium? In Maharashtra, this is the case found out as the students of both medium background, i.e., Marathi medium and English medium are admitted into the teacher education course. So, majority of the B.Ed. teachers almost are proficient in one medium as they have either Marathi-medium or English-medium background. Thus, the problem arises for the B.Ed teachers while teaching in the classroom situation.

This study is an attempt to find out whether actually the B.Ed teachers are facing problem or not. If so, which medium background teachers face more problems? Whether male teachers face the problems more than the female teachers? Such questions are given due weightage in the study.

### STATEMENT OF THE PROBLEM

In this study, the term B.Ed teacher implies the teacher educators at the secondary level teacher education institutions. The problems faced by B.Ed. teachers are limited to classroom teaching, medium of instruction, guidance and supervision of lesson plans, preparation of projects. Out of all B.Ed Colleges, hundred B.Ed teachers working in fourteen Colleges are randomly selected for the study.



**OBJECTIVES**

The objectives of the study are as follows:

1. To find out the problems of B.Ed. teachers in a classroom of English and Marathi-medium students.
2. To investigate the difference in the problems faced by the English-medium and Marathi-medium background teachers in a classroom of both medium students.
3. To examine the difference in the problems faced by the male and female B.Ed. teachers of English-medium background in a classroom of both medium students.
4. To study the difference in the problems faced by the male and female B.Ed. teachers of Marathi-medium background in a classroom of both medium students.
5. To compare the problems faced by the male and female B.Ed. teachers of both medium background in a classroom of both medium students.

**HYPOTHESES**

The study has been undertaken to examine the following hypotheses.

- The B.Ed. teachers face problem in a classroom of English and Marathi medium students.
- There is no significant difference in the problems faced by the English-medium background teachers and Marathi medium background teachers in a classroom of both medium students.
- There is no significant difference in the problem faced by the male and female B.Ed. teachers of English medium background in a classroom of both medium students.
- There is no significant difference in the problem faced by the male and female B.Ed. teachers of Marathi medium background in a classroom of both medium students.
- There is no significant difference in the problems faced by the male and female B.Ed. teachers of both medium background in a classroom of both medium students.

**RESEARCH METHODOLOGY**

The research methodology followed in this study is Descriptive survey method. The data have been collected by the technique of personal interview to the subjects under study. For further information, relevant documents from other sources also have been referred to make the research more comprehensive.

**RESULTS AND DISCUSSIONS**

As both English and Marathi medium students comprise the B.Ed classroom, it has been seen that the B.Ed. teachers face the problem of using two languages while teaching them. This is because the teacher's educational background is again either English or Marathi. The teachers of English-medium background face more problem of using Marathi Languages as some are from the southern part of India. The teachers of Marathi medium background face the problem of using English as they are not proficient in English. So, the teachers of both medium background face problem but the teachers of English medium background face more problems than the Marathi-medium background. They face the problem of translating particular words into English or Marathi, preparing question papers, observing the lessons delivered by the students. So, this makes a problematic situation not only for the teachers but also for the students.

**FINDINGS**

Following are the major findings of the study:

- The B.Ed. teachers face many problems in classroom of English and Marathi medium.
- The teachers of both medium background face the problems of using two languages in teaching, translating particular words into English or Marathi, preparing questions papers in both medium, observing the lessons delivered by both medium students.
- The B.Ed. teachers not only face problems in the classroom but also take special effort to reach the level of students especially the vernacular medium students. It has been seen that the teachers of English medium background take more initiative than the teachers of Marathi medium to help the Marathi-medium students.
- There is no significant difference in the problems faced by the English-medium background teachers and Marathi medium background teachers in a classroom of both medium students.
- There is no significant difference in the problems faced by the English-medium background teachers and Marathi-medium background teachers in a bilingual classroom.
- There is no significant difference in the problems faced by the male and female teachers of English-medium background in a bilingual classrooms.
- There is no significant difference in the problems faced by the male and female teachers of both medium background in a bilingual classroom.

**RECOMMENDATIONS / SUGGESTIONS**

The B. Ed. teachers in Mumbai face problems while teaching in a classroom comprising both English and Marathi-medium students. Similarly, in other parts of India, such problem may be seen which creates an hurdle on the path of Teacher's professional growth and development. Due to the privatization of teacher education, such problems have been arising in the field of education system in the country. So, the recognizing body of Govt. of India i.e., National Council for Teacher Education (NCTE) may be suggested to take the matter into account so that the problem may be eradicated from the teacher education institutions.

**CONCLUSIONS**

It has been concluded from the study that the B.Ed. teachers of Mumbai face many problems in a classroom of English and Marathi medium students like teaching in both languages, translating each word, preparing questions in both languages and observing the lessons delivered by the students. The English-medium background teachers take special initiative to reach to the level of Marathi-medium students.

**LIMITATIONS**

The study has some limitations as on the following:

- The study is limited to the B.Ed. Colleges under the University of Mumbai only.
- It includes those teachers working in various B.Ed. Colleges of Mumbai University only.
- It only undertakes the problems faced by English-medium background and Marathi-medium background teachers working in B.Ed. Colleges and having a bilingual classroom.
- It delimits itself to the academic problems of teachers in the classroom.

**SCOPE FOR FURTHER RESEARCH**

The present study was an attempt to find out the problems faced by the B.Ed. teachers in a classroom of English and Marathi-medium students. This was related to the academic problems of the teachers.

However, efforts may be taken by further researchers to continue research work in this field by taking academic as well as the non-academic problems faced by the B.Ed. teachers due to the rapid expansion of setting new B.Ed. Colleges throughout Maharashtra and some other states of India.

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**APPENDIX / ANNEXURE**

**QUESTIONNAIRE (PART-A)**

**PROFILE OF THE COLLEGE**

1. Name of the College :
2. Year of Establishment :
3. Whether the College is under Linguistic / Religious minority ?
4. Medium of instruction :

Data given by

Official Seal

Investigator

Name & Designation

**(PART-B)**

**SARBANI SANKAR PANIGRAHI**

Guru Nanak College of Education  
and Research, Shivaji Talao,  
Bhandup (W), Mumbai – 400 078

Dear Teacher,

The following questions are given to you for your kind response. Please give the relevant data on the profile and tick (v) at the correct place corresponding to each question.

Thanking you,

Yours truly,

**(S.S. Panigrahi)**

**PROFILE OF THE TEACHER**

1. Name:
2. (a) Qualification  
(b) Medium
3. Sex:
4. Marital Status:
5. Age Group:                      25-30                      30-35                      35-40                      40 and above  
(in years)  
(                      )                      (                      )                      (                      )                      (                      )
6. (a) Languages known:  
(b) Language used in teaching:  
(c) Mother tongue:
7. Subjects taken:
8. Working distance to the College:  
Less than 10 km                      10-20 km                      20-30 km                      Above 30 km  
(                      )                      (                      )                      (                      )                      (                      )
9. Total No. of hours taken for commuting:

	Questions	Yes	No	Undecided
1.	Do you use two languages in teaching ?	( )	( )	( )
2.	Do you face the problem of using two languages in classroom teaching ?	( )	( )	( )
3.	What kind of problem do you face ?			
	(a) Course coverage	( )	( )	( )
	(b) More stress or energy	( )	( )	( )
4.	Do you reach to the comprehensive level of the students while teaching?	( )	( )	( )
5.	Is there any kind of mischief found among the students while taking class ?	( )	( )	( )
6.	While teaching in English, what is the reaction of Marathi-medium students ?			
	(a) Responding	( )	( )	( )
	(b) Creating noise	( )	( )	( )
	(c) Gossiping	( )	( )	( )
7.	While reaching in Marathi, what is the reaction of English-medium students ?			
	(a) Responding	( )	( )	( )
	(b) Creating noise	( )	( )	( )
	(c) Gossiping	( )	( )	( )
8.	Do you face the problem of translating particular words into English or Marathi ?	( )	( )	( )
9.	Are there sufficient books of both medium available in your College library ?	( )	( )	( )
10.	Do you face the problem of preparing question papers in both medium ?	( )	( )	( )
11.	Do you take other's help in preparing question papers in both medium ?	( )	( )	( )
12.	Do you face the problems of evaluating the answer sheets of both medium ?	( )	( )	( )
13.	If so, which medium ?			
	(a) Marathi	( )	( )	( )
	(b) English	( )	( )	( )
14.	Are you confident that your evaluation reaches the optimum standard ?	( )	( )	( )
15.	Do you face the problem of communication with the students ?	( )	( )	( )
16.	If so, which medium ?			
	(a) Marathi	( )	( )	( )
	(b) English	( )	( )	( )
17.	Do you use or refer bi-lingual dictionary in teaching ?	( )	( )	( )
18.	Do you face any problem of guiding the lesson plans in both medium ?	( )	( )	( )
19.	If so, which medium ?			
	(a) Marathi	( )	( )	( )
	(b) English	( )	( )	( )
20.	Are you competent in the other language than that of your language of study ?	( )	( )	( )
21.	Do you face the problem of observing the lessons delivered by the students ?	( )	( )	( )
22.	If so, which medium ?			
	(a) Marathi	( )	( )	( )
	(b) English	( )	( )	( )
23.	Do you think your language other than that of your study is grammatically correct and comprehensible ?	( )	( )	( )
24.	Do you take the help of other language than that of English and Marathi ?	( )	( )	( )
25.	If so, which language do you take help ?			
	(a) Hindi	( )	( )	( )
	(b) Regional language	( )	( )	( )
26.	Which group of students do you guide for project work ?			
	(a) Marathi	( )	( )	( )
	(b) English	( )	( )	( )
27.	How do you deliver your model micro-teaching lessons ?			
	(a) Marathi	( )	( )	( )
	(b) English	( )	( )	( )
	(c) Both	( )	( )	( )
28.	Do you think some students could achieve the target level even though they have incompetence?	( )	( )	( )
29.	Which group of students get good marks in your subject / paper taught ?			
	(a) Marathi	( )	( )	( )
	(b) English	( )	( )	( )
30.	Which group of students are closer to you ?			
	(a) Marathi	( )	( )	( )
	(b) English	( )	( )	( )
	(c) Both	( )	( )	( )
31.	Do you think some students feel isolated while taking class ?	( )	( )	( )
32.	If so, which group ?			
	(a) Marathi	( )	( )	( )
	(b) English	( )	( )	( )
33.	Have you taken any special effort to reach to the level of vernacular medium students?	( )	( )	( )
34.	If so, give details	( )	( )	( )

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With sincere regards

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Sd/-  
**Co-ordinator**

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