



A STUDY ON THE PROBLEMS FACED BY THE HIGHER SECOINDARY BODO MEDIUM STUDENTS AFTER UPGRADING TO ENGLISH MEDIUM

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Abstract:

Assam is one of the eight states of North Eastern part of India which has Multi Lingual and Multicultural population. The education pattern in Assam has many choices: Private School English Medium, Central School, State Govt. School with Assamese Medium, Bodo Medium, etc. The main objective of the study is to study the problems faced by the Bodo medium Higher Secondary students in English medium. For the current investigation the researcher purposefully selected 100 Bodo medium students and 50 teachers from the five Higher Secondary schools as the sample of the study. The study showed that most of the Bodo students faced problem not only writing in English but also reading.

Key Words: Higher Secondary, Bodo Medium, Students, English Medium

DOI Number: 10.48047/NQ.2022.20.20.NQ109234

NeuroQuantology2022;20(20): 2334-2339

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INTRODUCTION:

Assam is a state where the Official Language is Assamese, an Indo-Aryan Language. Apart from the official language Bengali, Hindi, Nepali and others are also here. But there are many indigenous Languages such as Bodo, Garo, Dimasa, Rabha which are not even easy language in terms of understanding. Especially schools provide education in native languages or mother tongue is known as Vernacular. And in the history of Assam a mass language movement took place in by the Bodo communities to establish their language and

accordingly Bodo Medium Education started in Assam from 1963 which has been able to serve in preserving and enriching the language and literature and culture of the community. The language is taught up to university now and it has been recognized as one of the scheduled languages in Indian Constitution(Brahma, 2020). At some level it has been seen to educate many poor young children through their mother tongue and serves in preserving and enriching the language and literature.

But at the same time it presents some obstacles specially for those who belong to the vernacular



schools as they have to convert themselves into English medium. As the paper specially focused on the Bodo medium students, it is observed that they have been facing the language barriers from the initial stages as earlier the curriculum was constructed only on Bodo. Basically in Bijni (Chirang district) many private Higher secondary schools are available and the medium of instruction is only Assamese and English. The problem begins from the highersecondary, as they are not good in Assamese and has to choose English medium in spite of Assamese. It is not a problem for the Bodo medium students but teachers are also responsible as there is a vital need of multilingual teachers, use of audio visual aids, proper monitoring etc. It is seen that many good students in such schools also fail to communicate well in English. So, though they have talent their inefficiency in English leads to poor performance in their academic achievements and many serious meetings and discussions and other conversations (Changkakoti, 2020).

SIGNIFICANCE OF THE STUDY:

In Assam, the standard of English language teaching in the Assamese Medium Secondary school is said to be going down day by day. Apart from the students there are certain teacher-oriented factors that have caused confusion to English language. The teachers appointed to teach in higher secondary have less proficiency or commend over English. As majority of the students are Assamese therefore the teachers mainly use Assamese language in the classroom (Upadhyaya, 2017). Therefore, teachers are not clear about the aim of teaching English. In general, teachers are also in favor of using the traditional method in teaching learning which arouses a problem of maintenance of English class which is so essential for giving linguistic command to the students. As the Bodo medium students don't not a good commend over the English as well as Assamese, therefore the teachers should take such initiative, remedial measures and proper

mentoring in the classroom to make them happen to learn and improve the ratio of academic achievement in Bijni, Chirang district.

STATEMENT OF THE PROBLEM:

The present study is entitled as "A STUDY ON THE PROBLEMS FACED BY THE HIGHER SECOINDARY BODO MEDIUM STUDENTS AFTER UPGRADING TO ENGLISH MEDIUM".

OBJECTIVES OF STUDY

- To study the problems faced by the Bodo medium Higher Secondary students in English medium.
- To study the initiatives taken by the Government and teachers to assist the Bodo medium students.

AREA OF THE STUDY:

For the present study Bijni town in Chirang district under the jurisdiction of Bodoland Territorial Council which controls the districts of the Bodoland Territorial Region in the state of Assam is selected as the area.

DELIMITATIONS OF THE STUDY

- The study is delimited with the Bodo students in higher secondary level only.
- The study is delimited only to the Higher secondary schools and one College in Bijni area of Assam only.
- The study is delimited to 100 Bodo medium students and 50 teachers from 4 higher secondary schools only.

REVIEW OF RELATED LITERATURE:

Brahma, Bihung (2020) studied "Vernacular Medium Schools in Assam (India) and Teachings of English at Secondary Level with Special Focus on Bodo Medium Schools". This paper tries to elaborate the problems and its remedial measures to enhance the standard of English Teachings required for Vernacular Medium Schools in Assam with special focus on Secondary Level in Bodo Medium Schools. It is observed that in the vernacular medium schools of Assam there is a lot to improve in the teaching methods and the seriousness of students towards English have to be changed a lot.



Changkakoti, Darsana (2020) studied “The problems of teaching Assamese in Assamese mediumsecondary schools of Assam”. To know about the problems faced by the English language teachers in teaching English to the secondary school students of Assam with special emphasis on the Assamese medium secondary schools of Assam. It was found that most of teachers neglect the use of teaching aids in their teaching of English. They also lack necessary training in teaching English and hence are faced with numerous difficulties(Changkakoti, 2020).

Kad, Motiram&Patil, NayanaPramod(2020) founded The usage of mother tongue as teaching medium improve cognitive abilities as it is easier for a child to understand a lesson in its mother tongue. This leads to faster learning but at the same time learning of English language is equally important(Pramod & Kad, 2013).

METHODOLOGY OF THE STUDY:

To conduct this study the researcher used Descriptive survey method. Mainly descriptive studies are designed to obtain precise information concerning the current status of phenomena and they are not restricted only to fact finding but also result in the formulation of important knowledge and solution of significant problems(Koul, 2009).

SAMPLE AND SAMPLING TECHNIQUES OF THE STUDY:

For the current investigation the researcher purposefully selected 100 Bodo medium students and 50 teachers from the five Higher Secondary schools as the sample of the study. And the names, status and statements of each students and teachers were encrypted to avoid suspicion.

TOOLS USED:

The investigator used self- constructed interview schedule for the present study to collect data from the sample.

PROCEDURE:

To gather the data from the participant ethical approval was needed, therefore an application was written to the principal. Successively, permission was granted from the principal. Prior to the interview a self- structured interview schedule was prepared which comprised of ten open ended questions related to the problems facing by the Bodo students and ten questions for the teachers . The interview was conducted in a face-to-face in the classroom(Rudduck & Mcinyre, 2017).

ANALYSIS OF OBJECTIVE NO.1

Objective 1: To study the problems faced by the Bodomedium Higher Secondary students in English medium.

Table 1: Showing the problems faced by the Bodo students:

No.	Items included in the questionnaire	YES(in %)	NO(in %)
1.	Use of multiple language in the classroom by the teacher	40%	60%
2.	Ask questions to the teacher in the classroom	35%	65%



3.	Regarding possibility to pay individual attention to the students by the teachers	28%	72%
4.	Good commend over the English grammar	48%	52%
5.	Make an effort to develop vocabulary	68%	32%
6.	Remedial classes for the Bodo students	18%	82%
7.	Make an effort to reach the class teacher for doubt clarification	70%	30%
8.	Whether difficulties faced while reading and writing in English	90%	10%
9.	Undergo isolation in the classroom due to the in proficiency in English	85%	15%
10.	Parents aware of English language	29%	71%

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INTERPRETATION

1. From the above mentioned table it is cleared that 40% of the teachers use multiple languages in the classroom whereas 60% of the teachers do not use more than one language in the classroom.
2. From the above mentioned data it is cleared that the 35% of the Bodo students ask question to the teachers in the classroom and 65% of them became paused during the entire classes. This is responsible to bridge a gap between the student and teachers.
3. The data revealed that 28% of the teachers' pay individual attention to the Bodo students as they already aware of their

weakness in English but around 72% of them do not pay attention to the students in the classroom.

4. The percentage of the students showed that 48% of the Bodo students have a good command over the English grammar whereas 52% of them do not even know the basics of English grammar, which is one of the responsible factor that hindrances to learn English well.
5. The above mentioned table showed that only 68% of the students wanted to develop their vocabulary in English by reading newspapers, books, by watching films etc. But 32% of them were not interested to develop their vocabulary in English.



- The above mentioned data presented that only 18% of the authority conducted remedial classes for the Bodo students where rest 82% of them did not concern about them.
- The above table shows that 70% of the students hardly reached to the teachers for their doubt clarification on the other hand 30% of the them were neutral. It have don't not have the courage also.
- The above table shows that 90% of the Bodo students have faced difficulties in both reading and writing in English. Around

- 10% of the students developed themselves by their own efforts and determination.
- The table shows that 85% of the students' feels isolation in the classroom due to the in proficiency in English and rest of them were neither attentive nor interested in the classroom.
- The data showed that 19% of the parents were not aware of English and most of them were illiterates.

Objective 2: To study the initiatives taken by the Government and teachers to assist the Bodo medium students.

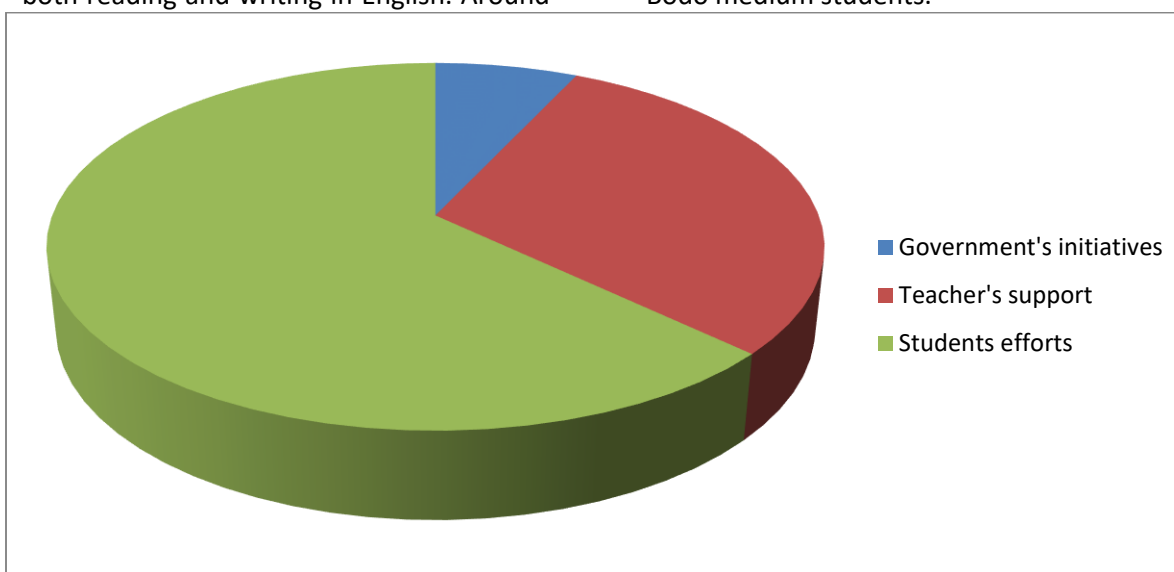


FIGURE-1: Showing different initiatives

INTERPRETATION:

From the investigation it was found that the initiative of Government to assist the Bodo students is very less on the other hand teachers took less edge in case of those students. Although the academic achievements showed that the English medium acts as a barrier for the Bodo students still any special classes, remedial class and individual attentions were not put in regards of Bodo students. The data found that the students put efforts on themselves to irrespective of seeking help from others.

MAJOR FINDINGS OF THE STUDY

The major findings of the study are discussed below:

- It was found that the teachers do not use multiple languages in the classroom nor they translate English into other languages.
- From the investigation it was found that most of the teachers are not trained nor they have enrolled any courses for their professional development.
- It was found that the classrooms are over crowded which hindrances many students.
- The study revealed that the Bodo students feels hesitate to reach to their class teacher and most of them are not interested to do so.
- The study showed that most of the teachers use Assamese as an alternate language to teach in the class but the Bodo students



neither understand nor speak Assamese well.

- The study showed that most of the Bodo students faced problem not only writing in English but also reading.

SUGGESTIONS:

The following suggestions may be put forward for solving the various problems faced by the Bodo students in English:

- The teachers should encourage the Bodo students to develop their vocabulary in English by reading newspaper, English novels, documentary, films etc.
- The teachers should put some extra efforts to the Bodo students who will to learn by heart and the classes should divide into small clusters to avoid crowd.
- The teachers should advise them to ask questions in the classroom which can develop their confidence.
- The teachers should not humiliate the Bodo students while speaking in English , they should encourage them to speak and write more.
- The teachers should develop some sense in the Bodo students that the barrier of English will not hamper their academic achievements.
- The students are to be advised to reach to their for their doubt clarifications
- Teachers should make use of teaching aids available in the classroom because it makes teaching learning effective and happier.

CONCLUSION:

English as a language occupies an immensely significant place in the context of academic, administrative and other pursuits indicative of civilized existence in our country. But the students specially coming from vernacular schools mainly face problems at the initial stages. And the present study is mainly based on the Bodo students of Higher Secondary. The findings concluded that the students put efforts on themselves. It has been found through research that changing the learning medium from mother tongue to a different language

makes students insecure and leads to low self-esteem. The ideal solution for this is that, the medium should be English language. But, the local / native language should be used in explanation.

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