

English Pedagogy in Jammu Government Schools: Ground Realities

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I. Introduction

The primary aim of this essay is to assess the challenges and realities of English language education in government schools in Jammu. Through a small-scale survey conducted in three government schools, the study seeks to collect data on the quality and obstacles of English teaching, the support systems available, and the lived experiences of both teachers and administrators.

Particular attention is paid to the influence of local policies, especially the National Education Policy (NEP) 2020, and how these are enacted in practice, including any limitations or challenges encountered. The broader objective is to critically examine the questionnaire data alongside relevant secondary literature, with a view to drawing well-founded conclusions about the current state of English education in this context.

Jammu, politically part of the Union Territory of Jammu and Kashmir, shares a complex educational landscape with the wider Kashmir region. The issues surrounding English language education here reflect patterns identified across the broader territory, as evidenced by the secondary literature reviewed for this paper.

Studies present that India has an extraordinary scale of linguistic diversity: in 2018, a news article reported that the country is home to more than 1,950 distinct languages and dialects, with nearly 121 spoken by over 10,000 people (Sahilbeg, 2018). This linguistic complexity is woven through an intricate socio-cultural, geographical, and economic fabric.

Within this setting, English occupies a unique, sometimes contested, role. Adopted as an official administrative language after independence in 1947, English rapidly became associated with elite educational institutions, granting their students greater opportunities for mastery than those attending regional or government-run schools.

Studies indicate that this has led to growing social disparities and a widening gulf between students educated in English-medium private schools and those educated in public government schools (Mantry et al., 2022). Furthermore, sociolinguists repeatedly highlight the central role of English as a gateway to upward mobility and broader employment opportunities in Indian society (Highet, 2022).

The essay positions itself within this broader debate, using the case of Jammu to explore how the promises of English education under the NEP 2020 play out in practice, what challenges persist, and what reforms might realistically promote equitable outcomes for all students.

II. Linguistic Complexities in Jammu

The case study of English education in government schools reflects multilayered complexities common to many regional contexts across India. Like numerous other regions, Jammu possesses a rich mixture of complex languages intertwined with diverse community cultures and practices (Department of Information and Public Relations [J&K], 2025). Linguistic variation is evident within just a few kilometres. Alongside Hindi and Urdu, the speech patterns in the region have evolved into a blend of Dogri, Gojri, Punjabi, and Pahari (Kak & Want, 2023). Each language is unique in character and lexicon, shaped by both the physical environment and local ways of life. Mountain villagers often speak dialects learned from neighbouring Himachal Pradesh. At the same time, Punjabi vocabulary features prominently in everyday conversation in border towns (Shakil & University of Azad Jammu Kashmir (AJK Medical College), 2012).

This linguistic diversity, concentrated in a single region, poses significant challenges for navigating English education. A number of studies indicate a significant lack of trained teachers, especially subject specialists, in schools. “The shortage of subject teachers in schools has remained a festering wound in the Indian school system” (Ramachandran, 2021).

Further studies show that classrooms typically contain children with varying mother tongues; one teacher might encounter 30 to 40 students speaking different languages. Some children speak Dogri at home, others a mixture of Hindi and Urdu, while a few have some knowledge of Punjabi. English often remains the last language for these students, used mainly in textbooks rather than spoken at home. This circumstance hinders students' natural engagement with English (Islam, 2025).

III. Methodology

Teaching Effectiveness, Administrative Support, and School Climate surveys (e.g., involving vice-principals, academic heads, and coordinators of the English department) were conducted among teachers and administrative staff in three government schools in Jammu city. The questionnaires

comprised a mix of open-ended and closed-ended questions with responses recorded on a Likert scale. The data collected was with the intention through a structured questionnaire designed to gather both factual information and personal insights. These schools, which served as the research setting, were typical urban and semi-urban contexts. They were characterised by resource shortages, large class sizes, and a student population with diverse linguistic backgrounds.

The questionnaire was divided into three sections:

- Demographic questions (age, role, teaching experience, and qualifications).
- Closed-ended questions (frequency of English usage, types of teaching methods employed, availability of training).
- Open-ended questions (teachers' perspectives on challenges, motivation, and expectations for improvement).

Responses from all participants were consolidated and analysed to identify recurring themes such as classroom strategies, institutional support, and awareness of educational policies, which are directly relevant to the work of academic administrators, policymakers, school leaders, and researchers.

IV. Implementation Challenges of NEP 2020: Regional Realities in Jammu and Kashmir

The New Education Policy (NEP) 2020 proposes a balanced approach to language education. While the policy underscores the importance of regional languages as mediums of instruction up to Class 5 and, preferably, to Grade 8, it also maintains that teaching English is vital for enabling students to compete for better opportunities in their lives (Singh, 2024). However, surveys and academic reports indicate that key stakeholders, including students, teachers, and principals, encounter unforeseen contextual and regional complexities that are not addressed by NEP guidelines, leading to practical dilemmas (A.K. Singh, 2025). Thus, the actual implementation of the policy in classrooms is fraught with challenges, as revealed by both direct surveys and studies conducted in Jammu (Shakil & University of Azad Jammu Kashmir (AJK Medical College), 2012b).

For instance, students in government schools, particularly in areas such as Jammu, learning English is both necessary and challenging. Most of them come from families where English is never

spoken (Lone, 2025), and the children in a class are usually many and the rooms poorly furnished. ("English Language Teaching in Government Schools of Kashmir: A Study," 2023b)

Numerous studies focusing on Jammu and Kashmir demonstrate that government schools, across all subjects, including English, struggle significantly due to resource limitations, unavailability of textbooks, and a shortage of tools to facilitate bilingual language transmission. There remains a pronounced emphasis on teacher-centred education and memorisation rather than on interactive or student-centred teaching (JK Policy Institute, 2020). The implementation of the NEP is particularly problematic in government schools within Jammu's rural and semi-urban areas. Owing to the lack of bilingual teaching resources, teachers are often forced to make makeshift arrangements, such as distributing photocopied materials, to address issues in both the native and English languages (The Kashmiriyat, 2025). Furthermore, amidst these ongoing challenges, there is a notable absence of skill-building programmes to support English teachers' pedagogical development, thereby adversely impacting the overall quality of English education in the region ("English Language Teaching in Government Schools of Kashmir: A Study," 2023).

Policy Versus Practice: Teacher and Administrator Perspectives on NEP 2020 Implementation Findings from the Survey Relating to the National Education Policy 2020:

The data collection process revealed that, although teachers are aware of and largely support the intentions behind the New Education Policy 2020, they highlighted significant difficulties in its practical execution. As one teacher explained, "the policy talks about student participation and activity-based learning, but our classrooms are too full and time is limited" (Teacher Response 2, Questionnaire 2025, appendix number and page). Another teacher noted that even if training sessions were available, these would be "too short and general, lacking practical teaching strategies for our daily classes" (Teacher Response 5, Questionnaire 2025). These responses underscore the persistent gap between policy ambitions and effective implementation at the classroom level.

Conversely, school management responses indicated broad support for NEP 2020's aims to promote balanced multilingualism and generally agreed that English proficiency is essential for better life opportunities (Qayoom & Saleem, 2017). Nevertheless, they acknowledged that students' diverse backgrounds and teachers' limited skills in managing English education present significant ongoing challenges.

A principal, for example, observed that parents "expect English-medium teaching" as they perceive it as a route to greater advantage for their children, even though this often results in pupils

struggling to properly understand their lessons (Administrator response, questionnaire number, appendix number). This evidence reflects the complex reality of bridging the gap between laudable policy goals and the multifaceted challenges faced in day-to-day teaching and learning contexts.

V. Findings and Analysis

The data for this study were collected through questionnaires administered in three government schools in Jammu city between March and May 2025. Participants included three English teachers and three school administrators, principals and senior management with responsibility for language education. The questionnaires consisted of three sections: demographic information, closed-ended questions designed to measure specific factors, and open-ended questions intended to allow respondents to reflect more deeply on issues. The study aspired to gain lived experiences of English teaching in these classrooms, rather than to generalise to a broader population.

A. Teachers: Classroom Realities

Respondents reported considerable frustration, even as they felt motivated. Participants desired a more active English learning but were limited by prevailing classroom structures. Two teachers relied predominantly on the grammar-translation method, considering it the most reliable way to ensure students kept pace with the lessons. One teacher explained that she prioritised grammar translation, as students struggled with conversational English and required meanings to be translated into Hindi or Dogri (Teacher Response 3, Questionnaire 2025).

Another teacher spoke of involvement in communicative activities such as storytelling or group discussions, but noted these were sporadic, their difficulties rose from the large class sizes, time pressures, and curriculum constraints often compelled teachers to adopt traditional instructional approaches. One teacher mentioned intending to use group activities to develop students' speaking skills but was ultimately unable to do so due to limited time and strict curriculum demands (Teacher Response 2, Questionnaire 2025).

A common theme across all responses was a lack of confidence in spoken English—felt not only by students but also by teachers. While respondents generally felt equipped to teach grammar and reading, they expressed uncertainty about assessing speaking and listening skills. Regarding professional training, only one teacher reported attending a workshop within the past two years and described it as insufficiently practical (Teacher Response 5, Questionnaire 2025).

Responses reaffirm what was examined earlier: English teaching currently exists in a state of tension between aspiration and reality: teachers are motivated to achieve better outcomes, but lack the means and environment to realise these goals.

B. School Administrators: Resource Gaps, Monitoring, and Leadership

The survey data for this category were collected from three administrative respondents, two principals and one senior academic coordinator. The aim was to gather managerial perspectives on English instruction in their respective schools, particularly regarding resource distribution, supervisory structures, and institutional support.

While both members of the school administration and parents regarded English as a priority subject, they acknowledged inconsistency in the quality of teaching. One respondent noted, “Our teaching is inspected, but there is no consistent feedback” (Teacher Response 1, Questionnaire 2025). Monitoring visits commonly focused on record-keeping, attendance, and compliance with regulations, rather than offering substantive commentary on pedagogical practice (Questionnaire details).

Administrators also highlighted resource issues, including delays in textbook delivery and a shortage of supplementary materials. Many schools lacked even the most basic aids, such as English readers, flashcards, or audio resources to support pronunciation (Questionnaire details). As one respondent observed, “We receive the principal textbooks on time, yet the supplementary books and learning resources are missing” (Questionnaire details). It was further noted that while some schools have libraries, these often lack graded reading materials suitable for English learners (Questionnaire details).

There were variations among institutions in the level of leadership support. “Individual teacher enthusiasm is key to the quality of English teaching, since there is little flexibility in budgets and training schedules,” explained one respondent (Questionnaire details). While acknowledging these limitations, administrators nonetheless conveyed an awareness of the need for change: “Digital learning programmes under the Directorate of School Education Jammu (DSEJ) could increase exposure to English with the right approach to implementation” (Questionnaire details).

Overall, the responses suggest that while there is strong intent among leaders and systems, organisational capacity remains weak. The value of English is recognised, but consistent follow-up to

enhance classroom language use is lacking. Principals reported their own struggles, citing tight budgets, bureaucratic delays, and conflicting policy priorities, all of which constrain efforts to innovate.

C. Administrative official: Policy Gaps and Implementation Challenges

Officials in the education department provided perspectives on policy. While there was agreement on the progressive nature of NEP 2020, respondents unanimously noted the persistent gap between policy formulation and practical realities. One official stated, “The training for educators is in-depth, but it does not equip administrative staff to assess the performance of teachers across all subjects properly” (Questionnaire details). Another observed that, “according to funding cycles, the delivery of teaching materials to schools is often delayed, particularly in rural areas” (Questionnaire details).

Among the notable structural issues highlighted by officials were the frequent transfer of trained teachers, the lack of regular monitoring, and the ineffective introduction of English at the lower primary level. Although the policy envisages the use of multilingual education, most schools continue to treat English as an isolated subject, rather than as a language of instruction. According to one respondent, despite the stated aim of functional English proficiency, it is still taught predominantly through a grammatical approach (Questionnaires and their details).

To address these challenges, respondents pointed to digital learning and teacher mentoring programmes, though these remain in the pilot stage. They also acknowledged a communication gap between policymakers, administrators, and classroom teachers. It was suggested that policies remain disconnected unless accompanied by regular feedback loops that ground decision-making in classroom realities (Questionnaires and their details).

Based on the data on the three stakeholder groups, it can be concluded that although there is consensus on the importance of English and the rationale for a balanced linguistic approach within the NEP, significant implementation difficulties persist. Ultimately, a more contextually sensitive and responsive educational policy is required to meet the state's unique needs

VI. Conclusion

The data revealed the linguistic and social complexities inherent in Jammu, as well as a pronounced shortage of skilled English educators, inadequate infrastructure, and limited resources in government schools. These factors have undermined the effective implementation of bilingual education, despite the ambition articulated in the National Education Policy and supported by administrators and parents. While there is a strong aspiration for quality English education, the actual classroom experience remains constrained by these significant impediments, impeding both pedagogical aims and the alignment of teaching capacity with school expectations.

The study highlights that, although English language teaching is viewed as a gateway to academic and professional advancement, the system struggles to realise its full potential. Teachers and management alike agree that English should be more than a tool for navigating examinations; it ought to foster confidence and practical proficiency.

Persistent issues, including insufficient training, scarce classroom resources, and limited time for language practice, continue to restrict progress. Teachers recognise the need for communication-based, student-centred approaches, but are hindered by curricular demands and a lack of suitable materials. Similarly, school leadership remains acutely aware of these shortcomings but is powerless, mainly due to budget constraints and delayed support.

The aspiration embedded in the National Education Policy is to cultivate interactive classrooms that nurture mutual respect and provide equitable access to opportunities. However, empirical evidence indicates that this vision is frequently unfulfilled, often failing to materialise at the implementation stage due to the gap between policy and the constraints of crowded, inadequately resourced classrooms. There are emerging signs of improvement: some teachers have begun integrating English with vernacular languages and employing innovative methods such as storytelling and dramatisation. These efforts suggest that more comprehensive reform is possible if schools receive sustained guidance and timely support.

The paper provides the following solutions:

1. Teachers require ongoing, practical training
2. Educational resources and textbooks must be supplied promptly and tailored to local needs

3. In-school mentoring schemes, led by principals and senior staff, should encourage constructive feedback on classroom practice.

Consistent application of these measures may help close the gulf between policy intentions and classroom realities, and enable English to become a means of communication, self-confidence, and opportunity, rather than a status symbol.

Researchers advocate for policy development attentive to the contextual realities of English education. Studies recommend sustained professional development through regular workshops, more effective resource management, and greater involvement of community-based systems to advance equity and reduce the gap between policy and practice (Bolitho & Padwad, 2013).

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VIII. Appendix

A. Instruments Used in the Study

1. Questionnaire for Teachers Teaching English in Government Schools (Jammu)

Purpose:

To assess classroom practices, teaching challenges, resource availability, training support, and perceptions of student learning outcomes in English language education.

Section A: Background Information

1. Name of School: _____
2. District: _____
3. Classes you currently teach English to: (e.g., I–V, VI–VIII, IX–XII)
4. Years of teaching experience: _____
5. Academic and professional qualifications (B.Ed, ELT certificate, etc.):

Section B: Teaching Practices

1. **What methods do you most often use to teach English?** (Tick all that apply)
 - ☐ Grammar-Translation Method
 - ☐ Communicative Language Teaching (CLT)
 - ☐ Activity-Based Learning
 - ☐ Reading Aloud / Recitation
 - ☐ Use of Audio-Visual Materials
 - ☐ Others (please specify): _____
2. **How often do you use English as the medium of instruction in your classroom?**
 - ☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never
3. **Are you provided with English textbooks and supplementary materials on time?**
 - ☐ Always ☐ Usually ☐ Occasionally ☐ Rarely

4. **Do you have access to:**

- Audio-Visual Aids? ☐ Yes ☐ No
- Library with English Books? ☐ Yes ☐ No
- English Language Labs / Digital Tools? ☐ Yes ☐ No

Section C: Training and Support

1. **Have you received any English-specific teacher training in the last 2 years?**

☐ Yes ☐ No

2. **If yes, please describe the training:** _____

3. **Rate the usefulness of training you received:**

☐ Very Helpful ☐ Somewhat Helpful ☐ Not Helpful

4. **Do you feel confident using communicative methods to teach English?**

☐ Yes ☐ To Some Extent ☐ No

Section D: Language Learning Environment

1. **What are the major challenges your students face in learning English? (Rank the top 3)**

- ☐ Lack of practice at home
- ☐ Limited exposure to English
- ☐ Resource limitations
- ☐ Multilingual interference
- ☐ Low motivation
- ☐ Socio-political disruptions

2. **How often do students engage in activities like group work, drama, storytelling, or role-play in English?**

☐ Frequently ☐ Sometimes ☐ Rarely ☐ Never

Section E: Perceptions and Recommendations

1. **Do you believe starting English from Class I has improved student learning?**

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

2. **What improvements would help you teach English better?**

2. Questionnaire for Department of Education Officials / Policymakers

Purpose:

To evaluate the alignment of English language education with the *National Education Policy (NEP) 2020*, state-specific goals, curriculum support, implementation strategies, and future planning.

Section A: Respondent Information

1. **Name:** _____
2. **Designation:** _____
3. **Department/Division:** _____
4. **Years of experience in education policy/planning:** _____
5. **Level of involvement with English language education initiatives:**
☐ High ☐ Moderate ☐ Low

Section B: Policy Alignment and Strategic Planning

1. **How aligned is the current English curriculum in Jammu with NEP 2020 recommendations?**
☐ Fully Aligned ☐ Partially Aligned ☐ Not Aligned ☐ Not Sure
2. **At what stage is English introduced in the school curriculum as per state policy?**
☐ Class I ☐ Class III ☐ Class VI ☐ Other (please specify): _____
3. **What factors guided the decision to introduce English from Class I? (Tick all that apply)**
☐ National policy directives
☐ Regional demand
☐ Academic research
☐ Administrative feasibility
☐ Other: _____
4. **Has the state adopted any framework or standards (e.g., NCERT, SCERT) for English language learning?**
☐ Yes – fully ☐ Partially ☐ No ☐ In development

Section C: Implementation and Monitoring

1. **Which of the following strategies are currently in place for implementing English language education in government schools? (Tick all that apply)**

- ☐ Provision of English textbooks
- ☐ Supplementary learning materials
- ☐ Periodic teacher training
- ☐ Language labs or digital support
- ☐ Classroom observation and feedback
- ☐ Child-centric teaching resources

2. **What role does DSEJ play in curriculum adoption and material distribution for English?**
(Open-ended) _____

3. **How regularly are teacher training programs for English reviewed and updated?**

- ☐ Annually ☐ Every 2–3 years ☐ Rarely ☐ Never

4. **Has the Department conducted impact evaluations of English education programs in the past 5 years?**

- ☐ Yes – quantitative ☐ Yes – qualitative ☐ No ☐ Planned but not implemented

Section D: Challenges and Policy Gaps

1. **What are the three biggest challenges in implementing English language education in government schools?**

2. **How significant are the following challenges?** (Scale: Not at all – Slightly – Moderately – Significantly – Extremely)

- Shortage of trained English teachers
- Inadequate textbooks and teaching aids
- Lack of digital infrastructure
- Resistance from communities
- Socio-political instability
- Curriculum rigidity

Section E: Future Directions

1. **What policy or funding reforms are needed to improve English language teaching and learning outcomes?**

2. **Is there a strategic roadmap to strengthen English education over the next 5 years?**
☐ Yes ☐ In progress ☐ Not yet ☐ No plans
3. **How is the Department planning to integrate local languages and English in line with the three-language formula and NEP 2020?**

3. Questionnaire for School Administrators / Principals (Government Schools, Jammu)

Purpose:

To assess the role of school leadership in implementing English language education, managing resources, monitoring classroom practices, and ensuring student learning outcomes.

Section A: Institutional Information

1. **School Name:** _____
2. **District/Zone:** _____
3. **Type of School:** ☐ Primary ☐ Middle ☐ Secondary ☐ Higher Secondary
4. **Number of English teachers currently in your school:** _____
5. **Do you have dedicated English language classrooms or labs?** ☐ Yes ☐ No

Section B: Implementation and Oversight

1. **From which grade is English introduced in your school?**
☐ Class I ☐ Class III ☐ Class VI ☐ Other: _____
2. **How would you rate the availability of the following resources in your school?**
(Scale: Excellent – Good – Fair – Poor – Not available)
 - English textbooks
 - Supplementary readers
 - Teaching aids (flashcards, charts)
 - Audio-visual materials
 - Digital learning tools
 - English books in the library
3. **How timely is the distribution of English textbooks and materials by DSEJ?**
☐ Always on time ☐ Usually on time ☐ Occasionally delayed ☐ Frequently delayed

4. **How often do you monitor English classes or teaching practices?**
☐ Weekly ☐ Monthly ☐ Occasionally ☐ Rarely
5. **Do you provide feedback to teachers on English instruction practices?**
☐ Yes – regularly ☐ Occasionally ☐ Rarely ☐ No

Section C: Teacher Support and Capacity Building

1. **Have your teachers attended DSEJ-led or SCERT-supported English language training in the last two years?**
☐ Yes – all ☐ Some ☐ None ☐ Don't know
2. **Do you think the training received has improved English teaching quality?**
☐ Yes – significantly ☐ Somewhat ☐ Not much ☐ No impact
3. **What additional support do your English teachers require to enhance classroom delivery?**

Section D: Student Outcomes and Engagement

1. **How would you rate student proficiency in English (listening, speaking, reading, writing) at each level?**
(Use: High – Medium – Low – Not Assessed)
- Primary (Classes I–V)
 - Middle (Classes VI–VIII)
 - Secondary (Classes IX–X)
2. **What activities are used to engage students in English learning? (Tick all that apply)**
☐ Assemblies in English
☐ English clubs
☐ Debate/speech competitions
☐ Storytelling or drama
☐ Project-based learning
3. **What barriers do students in your school face in acquiring English? (Rank top 3)**
☐ Lack of home support
☐ Multilingual environment
☐ Limited exposure outside school
☐ Poor foundation from early grades
☐ Digital divide

☐ Lack of motivation

Section E: Leadership and Recommendations

1. **What role does school leadership play in promoting English language education?**
2. **What further support do you need from DSEJ or the Department of Education to improve English instruction and outcomes?**

B. Notes on Questionnaire Development

- The questionnaires were designed using a mixed-methods framework, drawing on *Creswell (2018)*, *Cohen et al. (2018)*, and *Fraenkel et al. (2019)* for guidance on validity and balance between qualitative and quantitative formats.
- Each instrument was expert-validated by two education researchers familiar with language policy and pedagogy in multilingual Indian settings.
- Pilot testing with two teachers was conducted to refine question clarity and ensure contextual relevance.
- The instruments align closely with National Education Policy (NEP) 2020 and SCERT Jammu guidelines to capture both policy intent and implementation realities.

C. References for Appendix

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Appendix A1 – Teaching Context and Methods

School Name	District	Teaching Methods Used	Medium of Instruction	Textbooks Provided on Time
GGHS Aghore	Jammu	Grammar-translation, CLT, Activity-based learning, Reading aloud, Audio-visual materials	Often	Usually
GMS Nazdan	Jammu	Grammar-translation, CLT, Activity-based learning, Reading aloud, Audio-visual materials	Often	Usually
GMS Changawah (Chunor)	Jammu	Grammar-translation, CLT, Activity-based learning, Reading aloud, Audio-visual materials	Often	Usually
GGES Aglore	Jammu	Grammar-translation, CLT, Activity-based learning, Reading aloud, Audio-visual materials	Sometimes	Usually
GMS Paloura	Jammu	CLT, Task-based learning, Storytelling, Drama, Group discussions	Often	Always
GHS Domana	Jammu	Grammar-translation, Activity-based learning, Project-based learning, Audio-visual use	Rarely	Occasionally

Appendix A2 – Resources and Professional Training

School Name	Access to Audio-Visual Aids	Access to Library	Access to Digital Tools	Teacher Training (Last 2 Years)	Usefulness of Training	Confidence in Communicative Methods
GGHS Aghore	Yes	No	No	Yes	Very helpful	Yes
GMS Nazdan	Yes	No	No	Yes	Very helpful	Yes
GMS Changawah (Chunor)	Yes	Yes	No	Yes	Somewhat helpful	Yes
GGES Aglore	No	No	No	No	N/A	No
GMS Paloura	Yes	Yes	Yes	Yes	Very helpful	Yes
GHS Domana	No	Yes	No	No	N/A	To some extent

Appendix A3 – Student Learning Challenges and Engagement

School Name	Main Student Challenges	Student Activities (Drama/Role-play, etc.)
GGHS Aghore	Lack of practice at home, Limited exposure, Resource limitations	Frequently
GMS Nazdan	Limited exposure to English, Low motivation, Multilingual interference	Frequently

GMS Changawah (Chunor)	Lack of practice at home, Limited exposure, Low motivation	Sometimes
GGES Aglore	Lack of practice at home, Limited exposure, Low motivation	Rarely
GMS Paloura	Limited exposure to English, Low motivation, Lack of home support	Frequently
GHS Domana	Low motivation, Resource limitations, Multilingual interference	Sometimes

Table D1.1 – Teacher Backgrounds

ID	Name	School	Experience (Years)	Classes Taught	Qualification
T1	Ritu Sharma	GGHS Aghore	8	VI–VIII	B.A. (Eng), B.Ed
T2	Nidhi	GMS Chak Changawah (Chinor)	5	VI–VIII	B.Ed, ELT Cert.
T3	Neha Bhat	Govt Primary School Nardani	6	III–V	D.El.Ed, B.A.
T4	Poonam	GGHS Aghore	9	VI–VIII	M.A. (Eng), B.Ed
T5	Sunita Raina	GMS Paloura	10	V–VII	M.A. (Eng), B.Ed
T6	Rajesh Koul	GHS Domana	12	VIII–X	B.A. (Eng), M.Ed

Table D1.2 – Teacher Methods and Training

ID	Methods Used	Medium of Instruction	Training in Last 2 Years	Confidence Level
T1	Grammar-translation, Reading aloud	Sometimes	No	To some extent
T2	Grammar-translation, CLT (limited), Activity-based	Often	Yes	Moderate
T3	Grammar-translation, Storytelling	Rarely	No	Low
T4	CLT, Role-play, Group activities	Sometimes	Yes	High
T5	Reading aloud, Grammar-translation	Often	Yes	Moderate
T6	Storytelling, Activity-based learning	Sometimes	No	Moderate

Table D2.1 – Resource and Training Overview

ID	Access to Resources	Training Usefulness	English Use in Class	Activity Work Frequency
T1	Textbooks only; no AV/lab	Not applicable	Sometimes	Rarely
T2	Library access; delayed books	Somewhat helpful	Often	Sometimes
T3	No library; delayed books	Not applicable	Rarely	Rarely
T4	Readers available	Helpful	Sometimes	Frequently
T5	AV tools available	Somewhat helpful	Often	Occasionally
T6	Timely textbooks; no AV	Not applicable	Sometimes	Sometimes

Table D2.2 – Main Student Challenges

Common Challenges	Frequency Mentioned	Sample Response
Lack of English exposure at home	6/6	“Students never hear English outside class.”
Multilingual interference	5/6	“They mix Dogri, Hindi, Urdu words.”
Resource limitations	5/6	“No charts or graded readers.”
Low motivation	4/6	“Students are shy to speak English.”
Overcrowded classrooms	3/6	“Hard to give time to each student.”

Table D2.3 – Key Themes Across All Respondents

Theme	Frequency (Out of 9)	Representative Comment
Textbook delays and resource gaps	9/9	“Readers arrive late each year.”
Low exposure to English	8/9	“Children only hear English in class.”
Lack of continuous training	7/9	“Workshops are brief and impractical.”
Focus on records over teaching	6/9	“Monitoring is more bureaucratic.”
Pressure for English-medium image	5/9	“Parents equate English with quality.”

Table D2.4 – Selected Direct Quotes

Source	Comment
T3	“Students need meaning in Dogri or Hindi first.”
T6	“We need more pictures and readers.”
T1,T3	“Textbooks arrive late every year.”
T4	“Motivation drives quality, not orders.”
T2, T5	“Resources don’t match English-medium demand.”
T1, T2, T6	“No staff for extra support.”

Table D3.0 – Respondents’ Suggested Improvements

Recommendation	Source
Regular, short, hands-on teacher workshops	T1, T2
Quicker supply of supplementary books	T1, T6
Create bilingual classroom aids	T3, T4
Peer mentoring by senior teachers	T3
Reduce class size for communicative work	T5, T6