Barriers in Teaching – Learning Process
Case study related with Barriers in Teaching – Learning Process

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Abstract— If we look at the present scenario in colleges and particularly in any classroom, we find that, the teaching-learning process is traditional i.e., Oration Method. This is a one-way process Where only a professor is delivering a lecture and students are listening to him/ her. This traditional method is not useful in today’s scenario. Because now the world is rapidly changing due to new discoveries and innovations. I the field of education, we have seen lot of changes happened during Covid-19 Pandemic situation. During this, physical education was hampered and professors and students have adopted to online teaching-learning process through Google meet, zoom meet apps still there were some technical barriers which students faced. Due to this Covid-19 situation, parents started complaining about students is spending more time in smartphones. Now the teaching-learning process is happening through face-to-face mode in classrooms. Students are interested in interaction. They want to express their thoughts freely related to the concerned area of interest. So there is a need of identifying barriers in teaching-learning process. If we see what is happening in classroom then we find that, students are present in the class physically but mentally they are outside the class. So, if we ask them questions about the taught content then they are not able to answer. So as a human being, we have to understand students’ psychology and if we start interacting with them then we will be able to identify the barriers which students face from in teaching-learning process. There are various barriers which students face while attending the classes. These barriers need to be noted seriously and we have to find remedies for these barriers so that we can take our students at their expected destination. So, barriers in teaching-learning process needs to eliminated or at least minimized so that, students will learn with enthusiasm and they will not feel stress due to barriers. Hence, we have to create a win-win for them. (Abstract)

Index Terms— Barriers, Interaction, Vocalics, Accent, Technical Jargon. (Key words)

INTRODUCTION
It is observed that, students studying in engineering colleges in Maharashtra belong to rural areas. At their home the communication happens in local language i.e. Marathi language. Students have studied English as a third language during their school. Days. Students have achieved good marks also in English subject at SSC and H.S.C. level. It shows that, students are well versed in writing English. But they are weak in communicating in English with others and in front of their classmates. So, here language acts as a barrier in teaching-learning process. Moreover, professors use technical jargons, complex terms, in English language during their lectures. Students sometimes are not able to understand these technical jargons Sometimes, Students are not able to understand the accent of the professors. It becomes a barrier in learning process and it hampers the teaching-learning process. It is found that students are not motivated so they may be distracted from their goal. It is the need of time to solve the barriers which hampers the smooth flow of teaching-learning process.
The following things need to be practiced by the professors in the classroom:

I. A Professor should start his/her lecture with greeting the students every day and before every lecture.
   eg., Good morning/ Good Afternoon
II. A professor should start his/her every lecture by asking following questions:
    How are you all?
    Today is a beautiful day waiting for us to learn.............? Topic name.
III. A professor should use vocalics i.e., Voice Modulation Techniques for better understanding of the topic for students in the class. Which means giving stress on important words while speaking as well as using high pitched voice for uttering important words, using soft voice for telling less important things etc?
IV. A professor should ask few questions based on previous lecture so that, he/she will understand whether students are understood or not?
V. A professor should always interact with students regarding with the topic and try to give day to day life examples so that, students will understand the difficult part with ease.
VI. A professor should always give chance to students to express their opinions about the topic.
VII. A professor should always give chance to students to ask questions. Because, if the chance is given to ask questions the students may ask quality questions and teaching-learning process will become successful.
VIII. A professor should try to understand the difficulties of students and try to solve their problems by having a good dialogue with them.
IX. If students are not comfortable in English, then the professor should try to communicate with them in local language i.e., in Marathi and take a note of barriers which students are facing in teaching-learning process.
X. A professor should make the classroom environment cheerful by explaining the complex terms by using simple words and by giving day to day life examples so that, the students will be able to understand the technical jargons.

XI. A professor should build a good rapport with their students. So that, students can feel comfortable to share their problems.

XII. A professor should conduct Mentoring sessions with the students

XIII. A professor should do SWOT analysis of each student.

XIV. A professor should tell motivational / inspirational stories to the students.

XV. A professor should always create a suitable environment for learning in his/ her classroom.

RESEARCH METHODOLOGY
(Methods, Findings and Analysis)

Descriptive method is used for this research study. In order to collect the data face to face interaction is being conducted by the researcher with the students studying in First Year of Engineering and Technology programme at Annasaheb Dange College of Engineering and Technology, Ashta Sangli, Tal-Walwa, Dist.- Sangli, Maharashtra, India. First of all, Students were selected on the basis of their performance in academic, curricular and Co-Curricular activities and they were categorised as - Bright, Average and Weak in studies and then with the help of the data received. The findings of the research are carried out on the basis of descriptive method. Students shared various barriers which they face while attending lectures. They are as bel lows:

I. Lack of motivation.
II. Physical problems- Ill health, psychological barrier, Emotional turmoil
III. Unaware about of SWOT analysis.
IV. Extreme stress during the time of submissions and exam
V. Busy schedule
VI. More expectations from Parents

CONCLUSION

In this way, the face-to-face interaction happened with more than 100 students, students shared their difficulties in studies, problems in understanding the basic concepts. I believe that, the interaction method is useful for the students so that, a better environment for teaching – learning process can be created for our students. Each student is capable of achieving his / her dreams. They should understand the importance of learning process and should ask all the doubts which comes to their mind while doing earning in classroom to the concerned professor. It is the responsibility of all the professors to solve the barriers which hampers the teaching-learning process with the help of interaction method. If we adopt with students’ intellectual level then we can easily remove the barriers in teaching-learning process. If we understand the needs of our students well then, we can give the desired shapes to their lives