



**A STUDY ON PROBLEMS OF STUDENTS AT MAHATMA GANDHI
GOVERNMENT SCHOOL**

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Abstract

The study aimed at investigating the problems faced by senior secondary students in Mahatma Gandhi Government School. A questionnaire was developed to find out the problem. The researcher collected data from 200 senior secondary students. For the analysis of the collected data, investigator used the percentage as statistical techniques. The study concluded that the students of senior secondary level have faced maximum adjustment problem and learning-curriculum-related problems.

Keywords : Problems, Mahatma Gandhi Government School

Introduction

In India, in 1935, Lord Macaulay presented his memorandum to the Governor General's Council, which William Bentinck accepted and passed the English Education Act, 1935. Wood's Despatch of 1954 is considered as the Magna Carta of education in India. English education was emphasized by Macaulay in 1958. Indian Education Act was made. By which English was made the medium of instruction. Before 1976, education was completely the responsibility of the states. By the 42nd constitutional amendment, education was included in the concurrent list, so the states and the center work together on education.

English education in Rajasthan first started from Ajmer Merwara area. Ruler Banesingh of Alwar established an English medium school in Alwar. At the end of the nineteenth century, rulers, eminent citizens, British officers made a commendable contribution in the spread of Rajasthan education. Through English education in the job, the path of progress was opened. "Mahatma Gandhi Government School" on the occasion of 150th birth anniversary of the Father of the Nation, Mahatma Gandhi, by the Office of the Director, Secondary Education, Rajasthan, Bikaner in the above development order, under serial number-Shivira-Ma/Madhya/English medium 12019-20 dated 16-06-2019 (English Medium)" was established. Admission was started from July 2019 in Mansarovar, Jaipur, and the first English medium government school by the Government of Rajasthan. Thereafter, the first phase English medium schools were converted by the state government at 33 district headquarters. With a view to increase the education sector in the country's largest state of Rajasthan, the state government started the process of English medium conversion.

In the time of globalization, the English medium school was started under the agenda of sustainable development of education and development of global education, so that the students of the state can work with the world community to improve their future. Therefore, with the objective of providing English medium environment to the students, it has been decided to set up Mahatma Gandhi State School (English medium) from Class I to XII, on the occasion of the 150th birth anniversary of the Father of the Nation, Mahatma Gandhi. So that students studying in government schools can also compete at the global level, these schools will be developed as centers of excellence in districts and blocks.

Need of the Study

The medium of instruction is a matter of all-time importance. Since independence, the medium of education has been discussed in detail several times by various education commissions formed to make Indian education important and useful, and there have been serious brainstormings on this subject. In the New Education Policy-2020 too, there has been a detailed discussion on the medium of instruction in the elementary classes. Although democratic governments have been in favor of providing primary education to children in the mother tongue, yet English medium schools run parallel in the private and public sector have always been a matter of attraction for the parents. Like the parents of urban areas, the parents of rural areas have also been willing to admit their children in such schools, where apart from the medium of instruction being English, the expenditure is within their affordability. Keeping this in view, the Rajasthan State Government has decided to establish and spread Mahatma Gandhi English medium schools on a large scale. Initially, English medium schools have been established with the conversion of selected Hindi medium schools to English medium. According to the decision taken at the higher level, the Hindi medium school which is converted into Mahatma Gandhi English medium school, preference is given to the admission of the students studying earlier. What are the problems faced by the students after taking admission in English medium schools? Knowing this is necessary not only for these schools to be useful and operated according to the rules of child science, but also useful for parents as well as school administrators.

Review of Related Literature

- **Babu, Udhaya Mohan (2019)** studied on “Problems encountered by Students at secondary school”. The objective of this study was to find out the problems encountered by students at secondary level and to find out the significant difference if any between demographic variables such as type of school, sex, place of school, community, religion. The sample consist 210 high school students taken from 9 schools of Ramanathapuram educational district. Among them 102 are males and 108 females. A descriptive survey method was used in this study. The sampling procedure used to collect the data was simple random sampling. The result was found that there is no significant difference between male and female students encountered by problems at secondary level. There is significant difference between rural and urban students encountered by problems at

secondary level. There is significant difference between govt. and aided school students encountered by problems at secondary level.

- **Meral (2019)** studied on “Students’ attitude towards learning, a study on their academic achievement and internet addiction”. The objective of this study was to Examining attitudes of students towards learning, their academic achievements and internet addictions. A descriptive study in relational screening model was conducted. By evaluating the data of 355 students (158 male and 176 female), from 370 students studying in the 9th, 10th, and 11th grades attending public high schools in the region of Kadiköy, Istanbul. "Personal Information Form", "Attitudes towards Learning" and “Computer Addiction for Adolescents” scales were used in order to collect research data. By analysing the data with t test, one-way variance analysis (ANOVA) and correlation statistical research techniques in the SPSS 22.0 program, findings were obtained. A significance level of 0.05 was taken as the basis in the applied statistics. As per the findings, a difference was found in terms of internet addiction according to gender, academic achievement, homework habits, and family activity frequency variables.
- **Gupta, Manmohan and Sharma, Mala (2018)** studied on “A study on attitude of senior secondary school students towards e-learning in relation to their gender, residential backward and nature of school”. To study the attitude of senior secondary school students towards e-learning in relation to their gender, residential backward and nature of school. The researcher was select the sample of total eight UP board school of district Saharanpur 160 students were selected by random sample technique. The present study is descriptive in nature, so survey method was used to collected data. A Self-made questionnaire was used for data collection. The finding revealed that there exists no significant differences between the attitude of senior secondary school students towards e-learning in relation to their gender is rejected and shows that male students have greater attitude towards e-learning than female students.
- **Ali, Nikhat and Sharma, Sushma (2017)** studied on “An attempt to study the attitude of Hindi & English medium students towards school” (Rajeev Gandhi College, Bhopal, M.P.). The main objectives of this study was to comparative analysis of attitude of students studying in various vernacular languages school, especially in English and Hindi medium schools on the basis of gender. In this study about 200 student of 10th class having both from English and Hindi medium school were selected from Bhopal. A descriptive survey method was used in this study. The results indicate that there is no specific difference in the attitude of students to wards school imparting teachings having instructions in English or Hindi medium and there is significant and meaningful to the attitude of students towards the school.

Objectives - To study the problems faced by senior secondary students in Mahatma Gandhi Government School.

Research Methodology- The descriptive survey method has been used in the present study.

Population of the Study- In the present study all the students of senior secondary level of Jaipur district of Rajasthan State has been considered as the population.

Sample of the Study- For the present study a total of 200 students of Secondary level of Mahatma Gandhi Government School of Jaipur district has been selected through Simple Random Sampling technique.

Statistical Technique- - In the present study percentage has been used to analyzed the data.

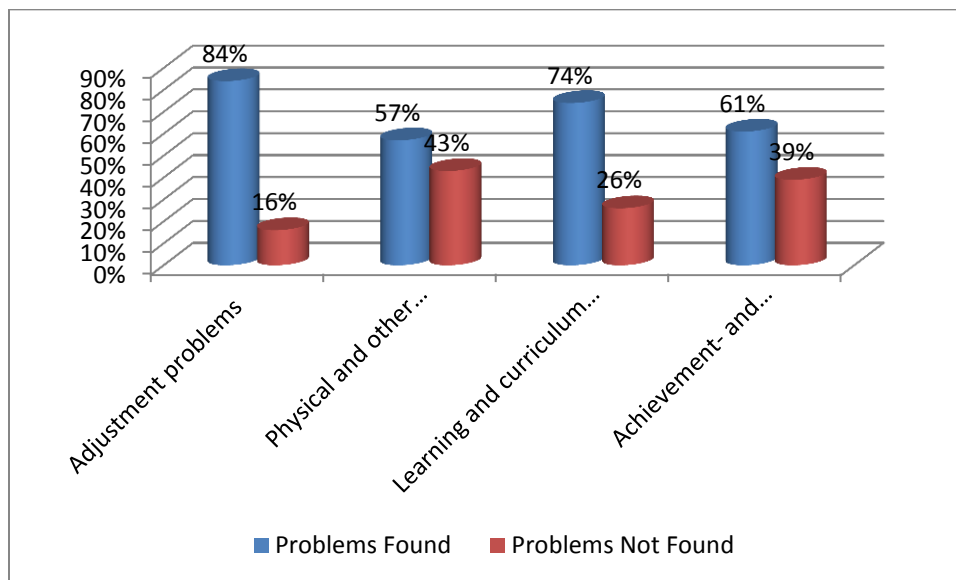
Delimitation of the study- The study has been delimited to the Jaipur district of Rajasthan state.

Analysis and interpretation of data-

Table : 1
Problems of Students

| Sr. No. | Statement | Problems Found | Problems Not Found |
|---------|--|----------------|--------------------|
| 1 | Adjustment problems | 84% | 16% |
| 2 | Physical and other facility-related problems | 57% | 43% |
| 3 | Learning and curriculum problems | 74% | 26% |
| 4 | Achievement- and evaluation-related problems | 61% | 39% |

Graph : 1
Problems of Students



Analysis

By looking at the above table and graph, it is known that 84 percent students of Mahatma Gandhi English Medium School have problems related to adjustment, 57 percent have problems related

to physical facilities, 74 percent have problems related to learning and curriculum and 61 percent have achievement problems. And the problem related to evaluation has to be faced.

Conclusion

By looking at the analysis and interpretation section of the results of the presented research, it is known that after admission in Mahatma Gandhi English medium schools, the students of higher secondary level have faced maximum adjustment problem and learning-curriculum-related problems. Adjustment problems include problems adjusting to the school environment and study problems experienced by students, which affect the student's academic performance. The achievement of these students during classroom teaching is also not suitable due to lack of language skills. Their classroom achievements are mainly responsible for the discomfort experienced by children in the classroom and in the family. Getting angry without any reason, lack of sleep, less or more appetite by the children portrays their mental condition, which needs to be considered properly.

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