

Comparison between Infrastructure facilities of Gujarati and English medium Secondary schools

* **Dr. Tejesvini Patel**

Asst. Professor

Smt. B.C.J. College of Education (M.Ed.), Khambhat, Guj

Email-tejal250patel@gmail.com, Mob. - 9429440058

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Abstract:

In this study, researchers have their main aim to find out the significant difference between infrastructure facilities of secondary schools. Main objective of the study was, to find the difference in different dimensions of infrastructure facilities such as curricular, co-curricular activities, teachers and students welfare facilities, teaching learning facilities and infrastructure facilities. Sample size of this study was 50 in which 25 Gujarati medium and 25 English medium secondary schools. Survey method was used. Self made tool Assessment of I.F. was used in this study.

Introduction:

School is a one of the important starting place for learning in person's life. In past, 'Gurukuls' were established for learning. With the time change, schools are now just like a corporate office. Schools provided many facilities to students nowadays. Few years ago, school is just like to learn curriculum. Very few schools focused on extracurricular activities. But now schools try to make their students all-rounder. Parents also be a part of this competition; infect they are in the root. Parents feel proud for their child, if they studies in highly expensive school. In every area, different medium of schools are available. Is there any infrastructural difference between these diffent medium schools? In Ahmedabad Gujarati and English medium schools are available. Researcher has some doubts regarding infrastructural facilities among these schools. So, researcher selected this topic.

Objectives of the study:

The main objective of the study was to find that the differences, if any different dimensions of infrastructure facilities such as facilities for curricular activities, facilities for co-curricular activities, facilities for teacher welfare, facilities for students welfare and facilities for teaching learning in secondary schools with respect to Gujarati and English medium of instruction.

Hypothesis of the study:

The main hypothesis of the study was as follows;

Ho.1: There is no significant difference between Gujarati and English Medium secondary schools in their facilities for curricular activities, facilities for teacher welfare, facilities for student's welfare, facilities for teaching learning and infrastructure facilities.

Population and Sample:

The population of the present study considered of the secondary school in Ahmedabad city. 50 schools were taken for the investigation. They were selected randomly from each school. Researcher had taken 25-25 Gujarati and English medium Secondary schools in Ahmedabad city.

Tool:

Researcher has developed self made Questionnaire as a tool for assessment of infrastructure facilities.

Methodology:

The researcher adopted the survey method to study the infrastructure facilities secondary schools of Ahmedabad city.

Limitations of the study:

The limitations of the study were as follows.

- (1) This study is conducted only Secondary schools only.
- (2) The area chosen for conducting the study was only at Ahmedabad city.

Calculation:

In this study, Mean, SD and t-test was used for calculation.

Data Analysis and Interpretation:

According to the hypothesis the following data was collected.

Table No-1
Difference between Gujarati and English medium secondary schools in their
Infrastructure Facilities

Dimensions for different areas	Gujarati Medium Schools (N=25)		English Medium Schools (N=25)		t-value	Significant or Not Significant
	Mean	SD	Mean	SD		
Curricular Activities Related Facilities	41.25	2.206	41.30	2.222	0.138	NS
Co-curricular Activities Related Facilities	42.95	2.150	43.56	1.992	1.739	NS
Teachers welfare Related Facilities	52.51	2.139	52.46	2.157	0.143	NS
Students welfare Related Facilities	43.39	2.074	43.27	2.074	0.352	NS
Teaching Learning Related Facilities	52.24	2.218	52.88	1.965	1.844	NS
Infrastructure Facilities	223.81	4.387	224.91	4.866	1.458	NS

According to the Table no-1, there is no significant difference between Gujarati and English medium secondary schools in their facilities for curricular activities, co-curricular activities, Teachers and students welfare related facilities, teaching learning related facilities and infrastructure facilities.

Findings of the study:

There were no significant difference between regarding schools' facilities like curricular activities, co-curricular activities, Teachers and students welfare related facilities, teaching learning related facilities and infrastructure facilities. So, we can say that both schools are provided equal facilities to their students.

Suggestions:

Develop more infrastructure facilities for curricular and co-curricular activities like quiz, drama, role play, tour etc. may be given to widen their adjustment. The secondary schools can develop infrastructure facilities for their administration. Gujarati medium students can be encouraged to actively participate in cultural and academic competitions to develop the facilities for the student's welfare. Secondary schools for Gujarati medium should develop their facilities for teacher welfare. Secondary school infrastructure facilities should be developing for their institutional development.

Conclusion:

Learning takes place effectively only when congenial environment is provided for children in school which are parts of his social environment. The schools are a factor of tremendous importance in education. In this study we find that there are much more facilities provides in Gujarati and English medium in secondary schools. English medium schools have provided very good environment for teaching learning facilities. But Gujarati medium schools have worked hard in future for improve facilities in education campus.

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*** Corresponding Author:**

Dr. Tejsvini Patel, Asst. Professor

Smt. B.C.J. College of Education (M.Ed.), Khambhat, Guj

Email-tejal250patel@gmail.com, Mob. – 9429440058