

THE CHALLENGES AND
MEASURES ADOPTED TO REDUCE
STRESS OF NON-ENGLISH MEDIUM
STUDENTS DURING FIRST YEAR
IN ARTS AND SCIENCE COLLEGES
IN CHENNAI

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Abstract

A challenges is something new and difficult which requires great effort and determination to overcome it. Now English become a universal language, essential to uplift ourselves. Knowledge in English not only helps to score more in subjects but also to interact freely and participating in social media activities. The students who have completed their higher secondary in their mother tongue facing lot of constraints in coping their studies in Arts and Science Colleges during their first year

The study adopts the descriptive research design with a sample size of 50 Non English medium students in an Arts and science through structured questionnaire. The method used in this study is simple random sampling, where each item or element of the population has an equal chance of being chosen at each draw. The tool for Analysis is percentage method. The result of the study shows that the challenges are more for the Non English Medium, but they can overcome these challenges with the help of self confidence and improving their skills.

Key Words:Challenges, Non English Medium, Arts and Science Colleges, Self confidence

1 Introduction

A challenge is something new and difficult which requires great effort and determination. Knowledge in English not only helps to score more in subjects but also to interact freely and participating in social media activities. The students who have completed their higher secondary in their mother tongue facing lot of challenges in coping their studies in Arts and Science Colleges during their first year. Chennai is one of the major cities having more scope to develop the career and development of students for their future prosperity.

1.1 Statement of the Problem:

The main aim of the study is to identify the constraints of Non English Medium Students in Arts and Science colleges during their First year. Through the study the Challenges can be analysed and through various measures it can be easily overcome by the students.

2 Review of Literature

Ghosh states that first generation learners may find themselves on the margins of two cultures and have to often renegotiate relationship at school and at home to manage the tension between the two. The teachers have both implicit and explicit beliefs on their roles

with regard to FGL. Questions like- Why must we have these children (who do not have any use of education in their lives as they are tend to fill into their parents shoes) in school? question the basic existing social norms (Jha & Dhir, 2002). Statements like this call for understanding the context within which children, their parents and communities live which are often intertwined with caste and religious identities. Prior research has substantiated that among the very poor and girl children the importance of education falls even lower as family survival goes further down (Ramachandran & Saihjee, 2002).

Based on the available studies conducted around the challenge faced by the first generation learners in India, these challenges can be categorized in four major parts: i. Socio-economic and cultural, ii. Educational environment at home, iii. Academic challenges inside classroom and iv. Psychological or non-academic challenges.

Academic challenges faced by First generation learners, Apart from these major categories, some other set of challenges like parental challenges in terms of dealing with the school as an institution are quite important as there is greater commitment towards education among parents who see the linkage of education with power all around them. Findings suggest that it is parental commitment to schooling which keeps children in the classroom, even at the cost of additional debts and hardships (Jha & Dhir, 2002)

Parents of first generation learners often find the school environment completely alien to them and this poses a big hurdle for them to interact with the school on a regular basis. The attitude of the school towards these parents can further make it difficult for them to approach school. Parents commitment thus, emerges largely as a cultural force influenced sometimes by political movements or by long term visions, or by hopes of future employment (Madan, 2005).

3 Objectives

1. To find out the challenges faced by the Non English medium students in Arts and Science Colleges.
2. To ascertain the level of challenges affects their growth.

4 Limitation of the Study:

The study is only confined to the Non English medium students of Arts and science Colleges in Chennai.

5 Methodology

The study adopts the descriptive research design with a sample size of 50 Non English medium students in an Arts and science through structured questionnaire The method used in this study is simple random sampling, once here each item, element of the population has an equal chance of being chosen at each draw. The tool for Analysis is percentage method. The result of the study shows that the challenges are more for the Non English Medium students in Arts and Science, but they can overcome these challenges with the help of self confidence and improving their skills.

6 Data Analysis and Discussion

6.1 Academic pressure:

S.No	Challenge level	No of Respondents	%
1	Rarely	2	4
2	Some time	21	42
3	Most of the time	22	44
4	All the time	5	10
	Total	50	100

Interpretation:

It has been found that 44% of the respondents felt that there is an academic pressure

6.2 Lack of Communication skills

S.No	Challenge level	No of Respondents	%
1	Rarely	2	4
2	Some time	4	8
3	Most of the time	37	74
4.	All the time	7	14
	Total	50	100

Interpretation:

It has been found that 74% of the respondents felt that communication skills are the great challenge for them.

6.3 Lack of Good Looking Appearance

S.No	Challenge level	No of Respondents	%
1	Rarely	11	22
2	Some time	29	58
3	Most of the time	6	12
4	All the time	4	8
	Total	50	100

Interpretation:

It has been found that 58% of the respondents are in negative attitude regarding their appearance.

6.4 Lack of Participation in events

S.No	Challenge level	No of Respondents	%
1	Rarely	26	52
2	Some time	15	30
3	Most of the time	6	12
4	All the time	3	6
	Total	50	100

Interpretation:

It has been found that 52% of the respondents are eagerly participating in the events conducted by the Colleges.

6.5 Lack of Confidence

S.No	Challenge level	No of Respondents	%
1	Rarely	2	4
2	Some time	35	70
3	Most of the time	11	22
4	All the time	2	4
	Total	50	100

Fig.4. Simulation of PI controller

Interpretation:

It has been found that 70% of The Non-English Medium students facing lack of confidence while moving with the English medium students.

7 Results and Discussion:

The students must take some measures to reduce the stress like

1. Time Management
2. Reading News Regularly
3. Listening English News
4. Creating Interest to develop their English communication Skills
5. Framing sentences in English
6. Communicating in English even though committing a mistake.

The only way to get rid of the Inferiority among Non English medium students is hard work. As Jasn Platnik says that Learning from success is important but learning from failure is vital to succeeding. The Non English medium students should improve their academic skills, communication skills through training personality development courses, English speaking courses, participation in seminars, participating in cultural programmes. So their confidence level and positive thinking helps to achieve their targets

Thus Non English medium students must relieve from the stress and should prove that they are no more inferior to their class mates studied in English medium. By improving their skills they can achieve the success.

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