



Access Online



Article DOI:

10.5281/zenodo.19607060

¹ Ph.D. Research Scholar, Sabarmati University, Ahmedabad, Gujarat
² Dean Academics & Director School of Education, Sabarmati University Ahmedabad

How to Cite:

Rajani Rishipal Dhiman & Prof. (Dr.) Parshuram Dhaked (2026), a Study of Academic and Institutional Challenges Faced by Students in Hindi Medium Schools of Ahmedabad District, International Educational Applied Scientific & Research Journal (IEASRJ), Vol: 11, Issue: 3, 43-49

A STUDY OF ACADEMIC AND INSTITUTIONAL CHALLENGES FACED BY STUDENTS IN HINDI MEDIUM SCHOOLS OF AHMEDABAD DISTRICT

Rajani Rishipal Dhiman¹, Prof. (Dr.) Parshuram Dhaked²

ABSTRACT

Education plays a crucial role in shaping the academic and professional future of students, yet disparities based on the medium of instruction continue to influence learning outcomes in India. This review-based study focuses on identifying and analyzing the academic and institutional challenges faced by students studying in Hindi medium schools in Ahmedabad district. The paper synthesizes findings from existing literature, government reports, and academic studies to highlight key issues such as language barriers, limited access to quality learning resources, and difficulties in transitioning to English-medium higher education. In addition, institutional challenges including inadequate infrastructure, shortage of trained teachers, limited use of digital tools, and gaps in policy implementation are examined. The study also considers the broader socio-economic factors that further affect students' academic performance and opportunities. By integrating insights from various secondary sources, the paper provides a comprehensive understanding of the multifaceted challenges faced by Hindi medium students in an urban context like Ahmedabad. The study emphasizes the need for policy interventions, improved teaching methodologies, and enhanced institutional support systems to bridge the gap between Hindi and other medium schools. The findings aim to contribute to the development of a more inclusive and equitable education system.

KEYWORDS: Hindi Medium Schools, Academic Challenges, Institutional Challenges, Medium of Instruction, Educational Inequality, Secondary Education

1. INTRODUCTION

The Indian education system is one of the largest and most diverse in the world, reflecting the country's vast socio-cultural, linguistic, and economic diversity. Rooted in a long historical tradition and significantly restructured after independence, the system aims to provide inclusive and equitable education to all sections of society. Over the years, various policies and reforms have been introduced to improve access, quality, and relevance of education, including the National Education Policy 2020, which emphasizes holistic learning, multilingualism, and skill development. Despite these efforts, disparities persist across regions, socio-economic groups, and mediums of

instruction. The coexistence of multiple languages in education, while culturally enriching, has also created structural inequalities, particularly between English medium and regional language medium schools. These disparities often manifest in differences in access to resources, quality of teaching, and future academic and career opportunities.

Hindi medium schools play a significant role in the Indian education landscape, especially for students from economically and socially disadvantaged backgrounds. For many families, these schools offer an accessible and affordable means of education while preserving linguistic and cultural identity. Hindi, being one of the

most widely spoken languages in India, serves as a crucial medium of instruction for millions of students across various states. Hindi medium education facilitates better conceptual understanding at the foundational level, as students are able to learn in their mother tongue or a familiar language. However, despite their importance, Hindi medium schools often face challenges related to resource availability, curriculum alignment, and societal perceptions. In an increasingly globalized and competitive environment, where English proficiency is often associated with better career prospects, students from Hindi medium backgrounds may encounter disadvantages, particularly during transitions to higher education and employment sectors.

The educational scenario in Ahmedabad district presents a unique context for examining these issues. As one of the major urban centers of Gujarat, Ahmedabad has witnessed rapid economic growth, urbanization, and expansion of educational institutions. The district hosts a wide range of schools, including government-run institutions, private English medium schools, and Hindi medium schools catering to migrant and lower-income populations. While significant progress has been made in improving literacy rates and school enrollment, disparities in educational quality and infrastructure remain evident. Hindi medium schools in Ahmedabad often cater to students from diverse socio-economic backgrounds, including families who have migrated from Hindi-speaking states. These schools frequently operate under constraints such as limited infrastructure, shortage of trained teachers, and restricted access to modern educational tools, which can affect the overall learning experience of students.

Studying the challenges faced by students in regional or medium-specific educational settings is of paramount importance in understanding the broader dynamics of educational inequality in India. The medium of instruction is not merely a linguistic choice but a determinant of access, comprehension, and future opportunities. Students studying in Hindi medium schools may experience unique academic challenges, such as difficulties in accessing quality study materials or adapting to English-dominated competitive examinations and higher education

systems. Additionally, institutional challenges such as inadequate facilities, lack of digital integration, and administrative inefficiencies further compound these issues. By focusing on the specific context of Hindi medium schools in Ahmedabad district, this study aims to shed light on the intersection of language, infrastructure, and socio-economic factors in shaping educational outcomes. Such an analysis is essential for designing targeted interventions and policies that promote inclusivity, bridge existing gaps, and ensure that all students, regardless of their medium of instruction, have equal opportunities to succeed.

2. CONCEPTUAL FRAMEWORK

The concept of academic challenges refers to the various difficulties that students encounter in the process of learning, understanding, and applying knowledge within an educational setting. These challenges are often multifaceted and may arise due to cognitive, linguistic, or structural factors embedded within the education system. In the context of Hindi medium schools, academic challenges frequently include learning difficulties that stem from limited access to quality teaching resources, inadequate exposure to diverse pedagogical methods, and gaps in foundational knowledge. Language barriers represent a significant component of these challenges, particularly when students are required to transition from Hindi medium instruction at the school level to English-dominated curricula in higher education or competitive examinations. This shift can hinder comprehension, reduce confidence, and affect overall academic performance. Additionally, curriculum-related issues such as outdated syllabi, lack of contextual relevance, and insufficient integration of practical and skill-based learning further contribute to the academic struggles faced by students. These factors collectively impact students' ability to achieve desired learning outcomes and compete effectively in a broader academic environment.

Institutional challenges, on the other hand, refer to the structural and administrative limitations within educational institutions that affect the quality and effectiveness of education delivery. These challenges are often systemic in nature and include deficiencies in physical infrastructure, such as inadequate classrooms, lack of laboratories, poor library facilities,

and limited access to digital learning tools. Teacher quality is another critical dimension of institutional challenges, encompassing issues related to insufficient training, lack of subject expertise, and limited professional development opportunities. In many Hindi medium schools, there is often a shortage of qualified teachers who are proficient in both subject matter and modern teaching methodologies. Policy constraints also play a significant role, as gaps in the implementation of educational policies, bureaucratic inefficiencies, and insufficient funding can hinder institutional performance. Furthermore, the absence of effective monitoring and evaluation mechanisms may lead to inconsistencies in educational standards across schools. These institutional limitations directly influence the learning environment and can exacerbate the academic challenges faced by students.

The medium of instruction serves as a crucial link between academic and institutional challenges and student performance. It significantly influences how students comprehend concepts, engage with learning materials, and develop critical thinking skills. Research in the field of Educational Psychology suggests that students tend to perform better when taught in a language they understand well, particularly during the early stages of education. However, in a context where English is often associated with higher education, professional success, and global opportunities, students from Hindi medium backgrounds may face disadvantages when competing with their English medium counterparts. The lack of proficiency in English can limit access to advanced study materials, digital resources, and wider academic networks. Consequently, the medium of instruction becomes a determining factor in shaping educational trajectories, influencing not only academic achievement but also students' confidence, aspirations, and career prospects. Understanding this linkage is essential for addressing the broader challenges within the education system and for promoting equitable learning opportunities across different mediums of instruction.

3. ACADEMIC CHALLENGES FACED BY STUDENTS

- Difficulty in understanding complex subjects due to limited availability of simplified and high-quality learning materials in Hindi medium.

- Language barriers, especially when transitioning from Hindi medium schooling to English medium higher education.
- Limited exposure to English terminology used in competitive examinations and professional courses.
- Lack of access to updated reference books, journals, and study resources in Hindi.
- Difficulty in preparing for national-level competitive exams that are predominantly English-oriented.
- Inadequate development of communication skills, particularly in English, affecting confidence and academic performance.
- Rote learning practices due to lack of concept-based and interactive teaching methods.
- Limited use of digital learning tools and e-resources, restricting modern learning exposure.
- Challenges in understanding technical and scientific subjects due to translation gaps and terminology issues.
- Lower self-confidence when competing with students from English medium backgrounds.
- Lack of proper academic guidance and mentoring support.
- Difficulty in adapting to changing curriculum patterns and modern teaching approaches.
- Insufficient focus on skill-based and application-oriented learning.
- Irregular academic support at home due to low parental educational background.
- Reduced participation in academic discussions and activities due to hesitation and lack of confidence.

4. INSTITUTIONAL CHALLENGES

- Inadequate physical infrastructure, including insufficient classrooms, poor building conditions, and lack of proper sanitation facilities.
- Limited availability of well-equipped laboratories and libraries, restricting practical and research-based learning.
- Shortage of qualified and trained teachers, particularly those proficient in both subject matter and effective teaching methodologies.
- Lack of continuous professional development and training programs for teachers.
- Limited integration of technology in classrooms,

such as absence of smart boards, computers, and internet access.

- Inefficient administrative and management systems affecting smooth functioning of schools.
- Inadequate implementation of government policies like Samagra Shiksha at the ground level.
- High student-teacher ratio, leading to reduced individual attention for students.
- Lack of career guidance, counselling services, and student support systems within schools.
- Insufficient funding and budget allocation for improving school facilities and resources.
- Poor monitoring and evaluation mechanisms to ensure quality education standards.
- Limited access to updated teaching-learning materials and resources in Hindi medium.
- Lack of exposure to co-curricular and extracurricular activities that support holistic development.
- Weak linkage between schools and higher educational institutions or industry for future opportunities.
- Challenges in adapting curriculum and teaching methods to meet the diverse needs of students.

5. ROLE OF SOCIO-ECONOMIC FACTORS

Socio-economic factors play a critical role in shaping the educational experiences and outcomes of students, particularly in the context of Hindi medium schools. These factors encompass a wide range of elements, including family income, parental education, occupation, living conditions, and access to educational resources. Students belonging to lower socio-economic backgrounds often face multiple disadvantages that extend beyond the classroom, significantly influencing their academic performance and overall development. In many cases, financial constraints limit the ability of families to invest in supplementary educational resources such as private tuition, reference books, digital devices, and internet access. As a result, students may struggle to keep pace with academic requirements, especially in an increasingly technology-driven learning environment.

Parental education and awareness also have a substantial impact on students' academic progress. Parents with limited educational backgrounds may not be able to provide adequate academic guidance or

support at home, which can hinder the development of essential study habits and learning skills. Moreover, such parents may have limited awareness of educational opportunities, career pathways, and the importance of higher education, thereby affecting students' aspirations and motivation. In contrast, students from more educated and economically stable families often benefit from a supportive learning environment, better exposure, and access to information, creating a disparity in educational outcomes.

The occupational structure of families further contributes to these challenges. Many students in Hindi medium schools, particularly in urban areas like Ahmedabad, belong to migrant or working-class families engaged in informal or low-income occupations. These families may face job insecurity, long working hours, and unstable living conditions, which can limit the time and attention given to children's education. In some cases, students are required to contribute to household responsibilities or part-time work, reducing the time available for study and academic engagement. Such circumstances can lead to irregular attendance, lower academic achievement, and increased dropout rates.

Additionally, the social environment in which students are raised influences their attitudes toward education. Limited exposure to competitive environments, professional role models, and English language usage can affect students' confidence and communication skills. This becomes particularly significant when students from Hindi medium backgrounds are required to compete in examinations or pursue higher education in predominantly English-medium settings. The combined effect of these socio-economic factors often reinforces existing educational inequalities, making it difficult for students to fully utilize their potential.

Therefore, understanding the role of socio-economic factors is essential in analysing the challenges faced by students in Hindi medium schools. Addressing these issues requires not only improvements within educational institutions but also broader social and economic interventions aimed at reducing inequality and enhancing access to quality education for all sections of society.

6. GOVERNMENT POLICIES AND INITIATIVES

The Government of India has undertaken several policy measures and initiatives over the years to improve the accessibility, quality, and inclusiveness of education across different regions and socio-economic groups. A significant milestone in this direction is the National Education Policy 2020, which emphasizes holistic development, multilingual education, and the promotion of regional languages as mediums of instruction, especially at the foundational and primary levels. The policy recognizes the importance of teaching students in their mother tongue or familiar language to enhance conceptual understanding and cognitive development. It also advocates for reducing the rigid separation between academic streams and promoting skill-based learning, thereby aiming to create a more flexible and inclusive education system.

Another important initiative is Samagra Shiksha, an integrated scheme that subsumes previous programs like Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, and Teacher Education. This scheme focuses on improving school infrastructure, ensuring equitable access to education, enhancing teacher training, and promoting digital learning. It aims to bridge gaps in educational quality by providing financial and technical support to states, including Gujarat, for strengthening school systems. For Hindi medium schools, such initiatives are particularly relevant in addressing infrastructural deficiencies and improving the quality of teaching and learning processes.

The Right of Children to Free and Compulsory Education Act 2009 (RTE Act) is another landmark legislation that guarantees free and compulsory education to children between the ages of 6 and 14 years. This act has significantly contributed to increasing enrollment rates and reducing dropout levels, particularly among economically weaker sections. By mandating norms for pupil-teacher ratios, infrastructure, and quality standards, the RTE Act seeks to ensure a minimum level of educational quality across all schools, including Hindi medium institutions. However, challenges remain in the effective implementation and monitoring of these provisions.

In recent years, there has also been a growing

emphasis on digital education through initiatives such as Digital India and platforms like DIKSHA (Digital Infrastructure for Knowledge Sharing). These initiatives aim to provide digital resources, e-content, and teacher training modules to enhance the learning experience. For students in Hindi medium schools, the availability of content in regional languages through such platforms can play a crucial role in improving accessibility and comprehension. However, the effectiveness of these initiatives is often constrained by issues such as digital divide, lack of infrastructure, and limited technological literacy among both students and teachers.

At the state level, the government of Gujarat has also implemented various programs to improve educational outcomes, including infrastructure development, teacher recruitment, and quality enhancement initiatives. Despite these efforts, gaps in implementation, resource allocation, and monitoring mechanisms continue to affect the overall effectiveness of these policies, particularly in Hindi medium schools catering to disadvantaged communities.

Overall, while government policies and initiatives provide a strong framework for improving the education system, their success largely depends on effective implementation, continuous monitoring, and context-specific adaptations. Addressing the unique challenges faced by Hindi medium schools requires a more focused approach that integrates policy support with ground-level improvements in infrastructure, teaching quality, and resource availability.

7. SUGGESTIONS AND RECOMMENDATIONS

- **Strengthening Teacher Training Programs:** Regular training and capacity-building programs should be organized to enhance teachers' subject knowledge, pedagogical skills, and use of modern teaching methods, especially in Hindi medium contexts.
- **Promotion of Bilingual Education:** Schools should adopt a balanced bilingual approach (Hindi and English) to help students gradually build proficiency in English without compromising conceptual clarity in Hindi.
- **Improvement in Infrastructure:** Adequate

classrooms, libraries, laboratories, and basic facilities should be ensured to create a conducive learning environment in Hindi medium schools.

- **Integration of Digital Learning Tools:** Schools should be equipped with digital infrastructure such as smart classrooms, internet access, and e-learning platforms like DIKSHA to enhance learning experiences.
- **Curriculum Revision and Upgradation:** The curriculum should be updated regularly to include practical, skill-based, and application-oriented content relevant to current educational and industry needs.
- **Availability of Quality Study Materials:** High-quality textbooks, reference books, and competitive exam materials should be made available in Hindi to support students' academic growth.
- **Career Guidance and Counseling Services:** Schools should establish counseling cells to guide students regarding higher education, career options, and competitive examinations.
- **Bridging the Digital Divide:** Special initiatives should be taken to provide affordable digital devices and internet access to students from economically weaker sections.
- **Parental Awareness Programs:** Awareness campaigns should be conducted to educate parents about the importance of education, career planning, and ways to support their children academically.
- **Effective Implementation of Policies:** Government schemes such as Samagra Shiksha should be implemented more efficiently with proper monitoring and evaluation mechanisms.
- **Encouraging Use of Innovative Teaching Methods:** Activity-based learning, interactive sessions, and experiential learning techniques should be promoted to improve student engagement.
- **Special Support for Competitive Exams:** Coaching support or bridge courses should be provided to help Hindi medium students prepare for exams that are primarily conducted in English.
- **Focus on Inclusive Education:** Special attention should be given to students from disadvantaged and marginalized backgrounds to ensure equal learning opportunities.
- **Regular Assessment and Feedback Mechanism:**

Continuous evaluation systems should be implemented to track student progress and identify learning gaps at an early stage.

- **Collaboration with NGOs and Educational Institutions:** Partnerships with NGOs and higher educational institutions can help in resource sharing, mentorship programs, and overall development of students.

8. CONCLUSION

The present review-based study highlights the multifaceted academic and institutional challenges faced by students in Hindi medium schools in Ahmedabad district. The analysis reveals that these challenges are deeply interconnected, arising from a combination of linguistic limitations, resource constraints, and systemic inefficiencies within educational institutions. Academic difficulties such as language barriers, limited access to quality study materials, and lack of exposure to competitive environments significantly affect students' learning outcomes and confidence levels. At the same time, institutional issues including inadequate infrastructure, shortage of trained teachers, and limited integration of technology further hinder the overall educational experience.

The study also underscores the influence of socio-economic factors, which exacerbate these challenges by restricting access to educational support and opportunities outside the classroom. Despite the presence of various government initiatives such as National Education Policy 2020 and Samagra Shiksha, gaps in implementation and monitoring continue to limit their effectiveness, particularly in Hindi medium schools catering to disadvantaged populations.

Overall, addressing these challenges requires a comprehensive and integrated approach that combines policy-level reforms with ground-level improvements in infrastructure, teacher quality, and learning resources. Emphasis on bilingual education, digital inclusion, and student support mechanisms can play a crucial role in bridging the gap between Hindi and other medium schools. Ensuring equitable access to quality education is essential not only for improving individual academic outcomes but also for promoting inclusive growth and social development.

Future research may further explore empirical dimensions of these challenges to provide more targeted and evidence-based solutions.

REFERENCES

1. Aggarwal, J. C. (2010). Development and planning of modern education (8th ed.). Vikas Publishing House.
2. ASER Centre. (2022). Annual status of education report (Rural) 2022. Pratham Foundation.
3. DIKSHA. (2021). Digital learning initiatives in India. Ministry of Education.
4. Government of India. (2009). Right of Children to Free and Compulsory Education Act, 2009. Ministry of Law and Justice.
5. Government of India. (2020). National Education Policy 2020. Ministry of Education.
6. Kingdon, G. G. (2007). The progress of school education in India. *Oxford Review of Economic Policy*, 23(2), 168–195.
7. Ministry of Education. (2021). Samagra Shiksha: An integrated scheme for school education. Government of India.
8. Mohanty, A. K. (2019). The multilingual reality: Living with languages. *Multilingual Matters*.
9. National Council of Educational Research and Training. (2022). Annual report 2021–22. NCERT.
10. Tilak, J. B. G. (2015). How inclusive is higher education in India? *Social Change*, 45(2), 185–223.
11. UNESCO. (2020). Global education monitoring report: Inclusion and education. UNESCO Publishing.
12. World Bank. (2018). Learning to realize education's promise. World Bank Publications.