

# Status of Rural and Urban Government Schools of Patna District: A Comparative Study

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## ABSTRACT

Rural areas are also known as 'countryside' or a 'village' in India. It has a very low density of population. In rural areas, agriculture is the chief source of livelihood along with fishing, cottage industries, pottery etc. The quest to discover the real rural India still continues in great earnest. Almost every economic agency today has a definition of rural India. Here are a few definitions: According to the Planning Commission, a town with a maximum population of 15,000 is considered rural in nature. In these areas the panchayat takes all the decisions. Rural Society as compared with urban society is marked by a relative predominance of the agricultural occupations, by the closeness of the people to a natural as contrasted with a human environment by the smallness of its communal aggregates, by a relatively sparse population, by greater social homogeneity, by less internal differentiation and stratification and by less territorial, occupational and vertical social mobility of the population. The individual in rural society as a rule has fewer contacts with others, he associates with people from a smaller geographic and social area, a greater proportion of his social contacts are face to face and his relationships with any particular individual tend to have a longer duration. The economic characteristics of a relatively isolated society develop around its regional self-sufficiency. The family tends to manufacture much of its own goods; what it does not make is generally produced by artisans who reside in the villages or in the nearest communities. Industry and agriculture are so little divided that it is extremely difficult to separate the occupations from each other, unless one considers the task alone and not the individuals. Even the local leaders, who carry on the functions of religion, medicine, art and government, participate in one way or another in the direct activities of agriculture. Extremes of conspicuous consumption or of pauperization do not often become as apparent as in urban society. Rural societies that are less isolated from the urban world have economies more closely approximating urban economy. Trading towns and villages which replace temporary and periodic marketing places of the peasants become the centres of rural social life.

**Keywords: Education, livelihood, Discrimination, quality, performance**

Banks and money economy increase; prices are quoted in units of currency based upon a standard measure, and credit begins to play a production rather than merely a consumption role. Peasants who formerly borrowed money from relatives largely in their own village borrow for economic purposes from money lenders at high

interest rates. In the modern society, the rural-farm sector is the only one in which place of work, place of residence, occupation, and family are so tightly wrapped to gather (Sorokin and Zimmerman's 1929 P 334).

There are major gaps in comparative rural – urban cross-national research on most of the social

subsystems and particularly in group-level research that uses the concrete social system such as the school- as the unit of analysis, However, to some extent, inferences about these systems may be derived from the more available demographic, occupational, and similar census-type and aggregate data. The high association of illiteracy with reality in national comparisons and the fact that the pattern of fewer years of school completed by rural adults has persisted in a nation The extent of the structural influence of the conditions for social action in rural society is hinted at by research showing that youth clique groups are smaller in rural than in urban areas (Hare: 1962).

#### **School Infrastructure in Rural Area**

Infrastructural status of all the school's is almost same. All schools do not have proper arrangement of water tap is not available in all the school. Hand Pump is only source of water supply. Some of the school are situated in dense populated area and some are on main road & some are in between farm. All the schools have concrete building & source of water is hand pump. Situation of sitting arrangement is even worse in all the schools. Furniture is not available in school for student that is why students of class 1 to class 8 have to sit on earth only. Few school have power supply available and few does not have power in the school- school's having power supply does not have power in classroom, so in summer season it is very tough for student to sustain the heat. All the schools have black-board available but in few school black-board is not in condition to use. Since these selected schools are top four school of Patna districts, even though they do not have library facility.

All the schools have toilet but they are not in condition to use, toilets are very much dirty, schools have Girl's toilet available but condition remains the same. So we can say that school's either do not have toilet or if toilet is available one

cannot use that because lack of proper maintenance. Out of available toilet some toilet are kept separate for teachers, and they maintain it properly. Lab is not available in any of the school; students do not know even meaning of lab. Play ground is not available in school for students so that they can play there.

I did not find common room in any of the school which I visited, so the student can seat together and play and can do cultural activities.

All schools do have TLM (Teacher Learning Material) facilities but school does not take its help in teaching. In rural area in very few schools I found facility of first-aid, and in most of schools this facility is negligible. School having first-aid facility they provide to student according to requirement.

#### **Government Facilities in Rural Area**

MDM facility is available in all the schools but Meal is not cooked properly, and student does not get the food as much they require. In schools student belongs to higher caste or having good economic back-ground does not take MDM. Because cook belongs to schedule caste.

In almost all the rural area school books are being provided free of cost but stationary item is not being provided in any of the school. Higher scholarship is not provided from government side, but some school give this kind of scholarship from their school fund. To increase the attendance in school present. Scholarship is provided to all the students other than general. For receiving such scholarship from school 75 per cent is must. Student whose appearance is less than 75 per cent did not get such scholarship. General category students are disappointed as they do not get such scholarship. According to them all higher class students are not economically strong, most of students' parents are labour. So they should also get the scholarship. On the other hand girls from general caste get such scholarship but not boys. Out of four schools in

rural area only one school is having separate facility for girls as Kilkari, model cultural hand craft etc.

### **School Activities in Rural Areas**

In all rural area school, sports event is being organized, in this kind of event all students participate together. Very few schools in rural area organize artistic events. In such school all the students who have talent in arts take part together. In few schools of rural area cultural event is being organised in which student of all caste & sex participate. But also in some school's caste discrimination has been found. Discrimination on the ground of race and colour has also been found. Girls who are attractive get's priority they get more weight age. General students also get the priority also economically strong student get priority but economically weak students are not able to get new cloths and fashion accessories they are being ignored. Student who is favourite to teacher get priority in these kinds of events.

### **Drop- Out in Rural Area**

In schools all the students usually do not come to school, one of the reason is since most of the villagers are below poverty level due to which students had to help their parents in earning or as home help, that is why they are not able to attain school regularly since few schools do not have proper sitting arrangement, not enough of land is available to even seat hence student avoid to attain the school number of make students are more than that of girl student in not attaining the school, as few boys waste their time in entertainment, movies, sports, farming, earning and other reason that's why they do no attain school.

### **School Infrastructure in Urban Area**

All the urban areas schools are located in the touch of main roads and in my study all the school are urban areas with good quality conceits' and they are permanent. All the schools have the facility of drinking water but 50 per cent schools

having the hand pump water and 50 per cent schools have tap water supply.

### **Government Facilities in Urban Area**

In urban areas school there is no facility of a common room for students. All school is having the facility of TLM but there is no use of TLM in teaching method. Information related with government facilities to students. Every school have the facility of MDM every day MDM is made, and all caste and gender student eats MDM, and in few school all student eat together. Some student eats with their friend and in few schools boy and girls eats their food separately and in some schools boys and girls eats together. All school having books but they don't have the stationary facility. All caste and gender children are together. Girls are having most opportunity to take a scholarship in this contest all of girls are take part.

### **School Activities in Urban Areas**

In all the school's sports events organised, in that events students of almost all caste and gender participates. According to their ability they participate in different sports category. All the school's organizes cultural events. In which student of all caste and gender participates same situation is with colourful events. Prayer is being organises in all the schools all the students of either caste or gender participates in prayer. In some school student stand for prayer according to their gender, and in some school they make common row for prayer.

### **Drop-out in Urban Area**

In all the urban area school number of admission from class I to VIII is more than 900. In all the school students are not regular. Either they afraid of someone or their family condition is not that much supportive. Ignorance of family is one of the factors. Illiterate guardian does not understand importance of education and hence they do not force their child to attain school. In school's seating

arrangement is not proper and hence student does not attain school. Student are being busy in economic work and hence do not attain school. Number of boy's is more than that of girls in not attending the school. This is because boy student's help their parent's in their earning. Some student does not attain school because of health reason. Some students leave their native place with their parent's because of earning and hence do not attain the school. Since some schools are situated near the market student bunk classes and enjoy the market, they even entertain them self by going movie or other way. Most of the student who does not attain school belongs to BPL family; their economic condition is very poor. Their attachment towards schools is rally very poor.

#### Comparative Study of Rural and Urban Schools:

Education is the backbone of India. Without education, society cannot develop. 'The real India live in villages', this saying is as true today as it was when the country got independence 74 years back. As more than half of the population of the country lives in villages, rural development is an eminent factor for the development of our economy. The crucial motivating factor for the development of the economy in today time is

education. The government of India implemented the Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) on 1<sup>st</sup> April, 2010 and with this India became one 135 countries to make education a fundamental right of every child. Until the mid-to-late 1990s India's performance in elementary education was less impressive than its policy statements but now the situation is different: There has been remarkable progress in increasing access to elementary education in rural areas, particularly over the past ten years or so. Of course several problems such as irregular attendance of children and teachers lower levels of time on task and gaps in provision still persist and the issue of how to ensure a quality education for all is paramount (Maulick: 2013).

The educational progress of a country depends upon the parallel development in elementary education sector. A country can be educated only when there is inclusive growth in education sector within including rural, urban, different caste and different income groups and especially the deprived section of the society. In any country, rural sector is less developed than the urban sector and in India where rural sector is almost neglected; the rural education is really a serious matter of concern. Shown as table-1)

Table- 1

#### Rural- Urban Education in India

Year	No. of Literates (Million)			Literacy Rate			Urban-Rural
	Total	Rural	Urban	Total	Rural	Urban	Literacy Gap
1961	105.5	68.4	37.1	30.68	24.48	58.59	34.11
1971	161.4	104.2	57.2	37.32	30.3	64.56	34.26
1981	241	150.5	90.5	43.57	35.17	69.06	33.89
1991	359.3	226.1	133.1	25.21	44.01	73.08	29.07
2001	560.7	361.9	198.8	64.83	58.73	79.92	21.19
2011	778.5	493	285.4	74.04	68.91	84.97	16.06

Source; Census, Government of India Note: Literacy rate is calculated by the population aged 7 years and above.

The above table makes it clear that the rural literacy rate has always been poor in India. From 1961-2011, the table of rural literacy rates are always lower than the national average although from 1961 to 2011, the rural literacy rate has increased about 3 folds within from 24.48 per cent to 68.91 per cent but even then there is huge gap between urban and rural literacy table.

### **Disparity in education in Rural- Urban Area**

About 70-75 of Indians live in rural areas but majority of schools and almost 99% of colleges, Universities and professional institutions are located in urban areas and benefiting mostly the urban people. The rural masses have little control on rural schools; they have no resources, motivation and competence to start their quality schools. The rural schools are mostly ill-equipped in necessary materials and mostly manned by inefficient and ineffective teachers from rural background and some teachers from urban areas who are forcedly posted there as they are young inexperienced teachers or those who have no god fathers to help them to get the posted in urban schools. The quality of rural schools is, generally poor, inferior and uninspiring, and it rarely helps the boy and girls to rise up the social ladder (Ruhela & Nayak; 2014).

### **School Related Information of Rural- Urban**

Four urban and four rural areas were the study area. It was found that all the school's principal were male. In 4 schools of urban areas principals are permanent and in rural areas principal 25 % are temporary and 75 % are permanent. 75 % of principal belongs to OBC caste and 25 % of principal belongs to SC caste and in rural areas 4 schools principal is 25 % of general caste and 75 % of OBC caste. In urban areas school principal all are passed in Post graduate (PG) and in rural areas 25 % principal are passed in intermediate, 25 % graduate and 50 % post graduate. Only 50

% of urban areas school using tap water and 50 % using hand pumps and in rural areas school uses only hand pump water, In urban areas 25 % of school sitting arrangement is good and 75 % of school sitting arrangement is not good and in other side the same thing is happen 25 % of sitting arrangement is good and 75 % is not good and on that basis the urban and rural areas schools are almost equal.

75 per cent of urban areas schools having good electric supply and 25 per cent of schools are not having electric supply and in other side 25 per cent of rural areas schools having electric supply and 75 per cent schools are not and on that basis the two areas are opposite to each other. In both urban and rural areas are using black boards rural areas do not have the library in schools and in urban areas 50 per cent of schools having library and 50 per cent have not their library. In both urban and rural areas have toilets but there are only 2 ladies toilets in 8 schools and 6 are not having the ladies toilet. In both areas schools are not having laboratory 25 per cent of urban areas schools having their playground and 75 per cent are not having playground and like this way rural areas are having the same per cent of playground compare with urban areas. In both areas all types of student playing together. In rural areas are not having full space to sit but in urban areas 50 per cent schools are having full space to sit and 50 per cent are not having full space to sit and in both areas there is no facility of common room but there is a facility of Teaching Learning Material (TLM) but in rural areas there is no use to study with the help of TLM but in urban areas there is a use to study with the help of TLM. In both areas 75 per cent of schools using medical kit facility and 25 per cent of school are not using medical kit facility and when there is a need of using this medical facility they provide this facility to students. In rural areas all schools

having the things for sports and given but 75 per cent of urban areas school having things for sports and gives and 25 per cent are not having. In both areas having MDM and they take MDM child also. In rural areas 25 per cent student eat with their class and 75 per cent student eat their food with their friends. In urban areas boys and girls eat their MDM separately and 75 per cent students eat their MDM with their friends. In both urban

and rural areas schools having a prayer and all caste and gender pray to god.

#### Rural Urban Child Information

There is 236 student out of 545 student belong to rural area. Which have 50 % of girls and 50 per cent of boys, and 309 students are studying in urban areas school which have 50% of girls and 49.19 % of boys. Shown as table-2.

**Table-2**  
**Age of Student in Rural - Urban**

Age of Student	No of Student	% of Student	Age of Student	No of Student	% of Student
	<b>Rural</b>			<b>Urban</b>	
<b>GIRLS</b>	118	50.00	<b>GIRLS</b>	157	50.81
6-9	10	4.24	6-9	8	2.59
9-12	57	24.15	9-12	88	28.48
12-15	48	20.34	12-15	60	19.42
15-18	3	1.27	15-18	1	0.32
<b>BOY</b>	118	50.00	<b>BOY</b>	152	49.19
6-9	13	5.51	6-9	4	1.29
9-12	65	27.54	9-12	85	27.51
12-15	39	16.53	12-15	63	20.39
15-18	1	0.42	15-18	00	0.00
<b>Grand Total</b>	<b>236</b>	<b>100.00</b>	<b>GrandTotal</b>	<b>309</b>	<b>100.00</b>

#### Source: Authors' own Data Analysis

In this way the primary and the upper primary schools teacher students in between 6-14 years but in rural and urban areas there is a facility of free and compulsory education and this facility most of the girls which cross the age of 14 are able to come school. The percent age of students who crossed 14 years most number of girls who come to school.

#### Rural Urban Teachers Information

In my study there is 4 urban and 4 rural areas school. In urban areas 100 out of

61.54 % teachers and 38.46 % are male, and in rural areas 100 % out of 52.00 % teachers are female and 48.00 % are male so, the per cent of female teachers in urban areas is more than rural areas. Shown as table -3.

**Table-3**  
**Social Category of Teacher**

<b>Urban</b>	<b>Number of</b>	<b>% of Teachers</b>	<b>Rural Teachers</b>	<b>Number of Teachers</b>	<b>% of Teacher</b>
Female	16	61.54	Female	13	52.00
SC	4	15.38	SC	1	4.00
OBC/EBC	6	23.08	OBC/EBC	8	32.00
Muslim	3	11.54	Muslim	0	0.00
General	3	11.54	General	4	16.00
Male	10	38.46	Male	12	48.00
SC	1	3.85	SC	2	8.00
OBC/EBC	6	23.08	OBC/EBC	5	20.00
Muslim	1	3.85	Muslim	2	8.00
General	2	7.69	General	3	12.00
<b>Grand Total</b>	<b>26</b>	<b>100.00</b>	<b>Grand Total</b>	<b>25</b>	<b>100.00</b>

**Source: Authors' own Data Analysis**

**Conclusion:**

As we have already said above about the urban and rural based population regarding their life they owed living in different societies with thoughts that influences their lifestyle they are having right now. So far as In comparison to other, rural societies are small in size due to directly or indirectly the maximum number of population from that area based on the agriculture and it can be said most of them depend upon the ritual work they got from urban society in different occasion not regular, and mostly engage their children in work for livelihood along with, because of the poor economic condition and they didn't continue the school and dropping out daily as a result they don't get primary education good. Since even the government has taken no initiative in that area today because the most of the people are determined that would not be given any facilities

by them by long ago and later on. Often due to the region mentioned mostly are facing the poor economic condition, they couldn't afford the advance level of education for their children run by the private schools and societies in their location and finally they got to send their kids to the Government school. Whereas we are talking about the people living in the urban area by long ago they are having the facilities provided, and mostly changed their life style too. They always value primarily education for the kids because they know the value of education.

The population based in rural area influenced by their family, religion and traditional, life style, social values and the social norms because properly they are not connected with the urban society as the elementary and advance level of education as well as research and development taking place day

by day in urban area in comparison to rural area, hence the region is liable to generate the huge gaping in regard of taking the benefits by rural.

Whereas the gender discrimination is concerned, still mostly are facing these problems in rural area because lacking of education or changes taking place day by day but they are not benefited by such. The education and social changes are very important part of life that should be accepted when required. And they will have to face the discrimination in the rural area who never took it as priority. Basically we found the class, caste and gender based discrimination in the rural area as well as urban area. We can see stratification is impactful in rural areas today because of untouchability can be seen everywhere in rural area and urban area these factors also affect the education system of both rural and urban.

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