

**A COMPARATIVE STUDY OF GOVERNMENT
SCHOOLS OF RURAL AND URBAN AREAS OF
SECONDARY LEVEL**

A

Dissertation

Submitted to the Sardar Patel University,

Vallabh Vidyanagar in Partial fulfillment of requirement for the degree of

Master of Education

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CERTIFICATE

Certified that the work incorporated in the Dissertation bearing the title “**A Comparative Study of Government Schools of Rural and Urban Areas of Secondary Level**” submitted by Hrsahida Babulal Prajapati comprises the result of an independent and original investigation carried out. The materials obtained (and used) from the other sources have been duly acknowledged in the Dissertation.

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Researcher

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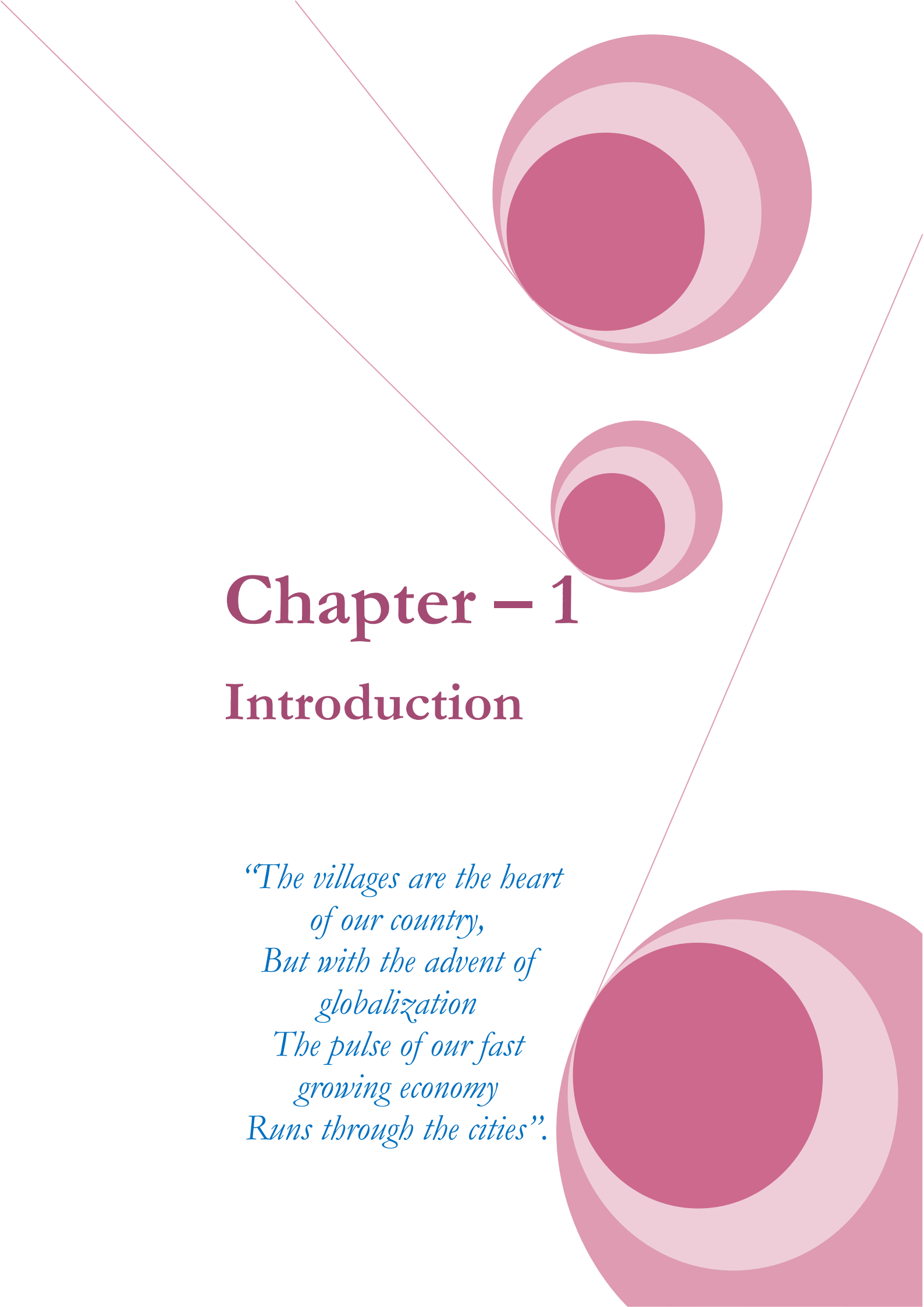
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Chapter – 1

Introduction

*“The villages are the heart
of our country,
But with the advent of
globalization
The pulse of our fast
growing economy
Runs through the cities”.*

Chapter – 1

Introduction

1.0 Introduction

On 15th August 2011 while we were celebrating our 64 years of freedom, lacs and corers of Indians still remained bonded inside the vicious cycle of poverty, caste system, discrimination, illiteracy and ignorance. Even today, due to poverty a mother is forced to sell off her new born baby for food. People in some parts of India do not have houses to live in and food to eat. After a whole day of hard work laborers and farmers do not get two meals a day. In villages where 70% of our population lives, people do not have access to electricity, basic health care facilities and safe drinking water. Agriculture suffers from low productivity due to lack of irrigation and absence of modern techniques. In majority of areas agriculture is dependent on monsoon. If rain fails poor farmers often commit suicide due to their inability to repay the loan that they have taken from money lenders.

Educational condition of India is equally dismal especially in the rural areas. Several children do not even get basic elementary education. There are no schools and thus our young generation is suffering from illiteracy and unemployment. Education provided in various underprivileged area of India is extremely dissatisfactory. Classes are held under trees. Student-teacher ratio is as high as 1:300. One teacher manages five classes causing high dropouts. Children do not get proper grooming and facilities for development.

Health schemes initiated by the government haven't reached various corners of India. Basic health care is not available in the villages. Infant mortality rate is very high due to lack of immunization and unhygienic conditions. Deliveries take place under the supervision of untrained and ignorant mid-wives. People have to take treatment from semi-literate quarks and often die from simple and curable diseases like dysentery, diarrhea, cholera, tuberculosis, malaria, etc.

Teachers face specific challenges when teaching students in both urban and rural locations. Students in urban and rural locations can both lack economic resources. Nonetheless, urban students usually have access to nearby facilities which are a lengthy drive for rural students. But urban students have much more concerns related to diversity and self-esteem.

1.0.1 Rural Area

Rural areas are settled places outside towns and cities. They can have an agricultural character, though many rural areas are based on natural gas, petroleum, etc... Rural areas are less modern and open than urban areas. People there are probably more attached to their traditions and beliefs. We do not usually see the society moving, and the researcher mean by that, seeing the populating changing habits, accepting other cultures and adopting some, etc. however we do found in rural areas hospitals, schools, and banks.

Rural consists of all territory, population, and housing units located outside of urbanized areas and urban clusters. Geographic entities, such as metropolitan areas, counties, minor civil divisions, and places territory, population, and housing units (U.S. Census Bureau, 2007, p. A-22).

1.0.2 Urban Area

An urban area is an area with an increased density of human-created structures in comparison to the areas surrounding it. Urban areas may be cities, towns or conurbations...Unlike an urban area, a metropolitan area includes not only the urban area, but also satellite cities plus intervening rural land that is socio-economically connected to the urban core city, typically by employment ties through commuting, with the urban core city being the primary labor market. In fact, urbanized areas agglomerate and grow as the core population/economic activity center within a larger metropolitan area or envelope. People living there are open, they choose their cultures and their beliefs and share them and that's what makes them a very modern society. They care most about technology, communication, economy, etc. and always look forward to develop and extend markets, diversification products.

All territory, population, and housing units located within urban areas and urban clusters consisting of one or more block groups or census blocks, each with a population density of at least 1,000 people per square mile, surrounding block groups and census blocks, each with a population density of at least 500 people per square mile, and less densely settled blocks that form enclaves or indentations or are used to connect discontinuous areas with qualifying densities (U.S. Census Bureau, 2007, p. A-22).

1.1 Statement of the Problem

What is the difference between government schools of rural and urban area of secondary level?

1.2 Explanation of key Words

1.2.1 Government Schools

Government schools these schools which are run over by purely government help. Fee is minimum all the rules and regulations are followed and teachers are also appointed by the government.

1.2.2 Rural Area

In common perception the rural area having less facilities like electricity, roads and other infrastructure. In rural areas mostly people do the works related with the agriculture. Most of the rural areas do not have big factories or institution for Higher learning.

1.2.3 Urban Area

In urban areas the people of different pursue different job and vocations. Generally urban areas have better facilities of roads, electricity etc.

1.2.4 Secondary Level

It refers to study at schools from 9th to 10th standard and it is an intermediate phase between lower secondary and higher secondary. Secondary school is a

term used to describe where the final stage of schooling, known as secondary education and usually to a specified age, takes place.

1.3 Objectives of the Research

- To study the infrastructure of government schools of rural and urban area of secondary level.
- To study the teachers qualifications of government schools of rural and urban area of secondary level.
- To study the teaching learning process of government schools of rural and urban area of secondary level.
- To study the co-curricular activities organized at rural and urban area of secondary level
- To provide a set of suggestions to governments schools of rural and urban area of secondary level.

1.4 Research Questions

- What is the infrastructure of government schools of rural and urban area of secondary level?
- What are the qualifications of the teachers in government schools of rural and urban area of secondary level?
- What are the different methods used by the teachers to teach the students of government schools in rural and urban area?
- What are the co-curricular activities organized at government schools of rural and urban area of secondary level?
- What suggestions can be provided to the government schools of rural and urban area of secondary level?

1.5 Limitations and Delimitations of the Study

- The study is delimited to only Government schools of Rural and Urban area of secondary level of Mehsana District only.

1.6 Rationale of the Study

The researcher had selected this topic because of the following reasons:

- As the native place of the researcher is rural area and she has studied in rural area till 10th so she is interested in studying the infrastructural and other facilities at rural and urban areas.
- While delivering the lessons in practice teaching at B.Ed. level, the researcher observed that rural schools lack basic equipments and infrastructural facilities but the students and teachers are more focused and concentrated. Though urban schools have all the facilities with students and teachers both are less hard working and don't use the facilities provided to them to the optimum level.

1.7 Distinct features of the Study

India is known as the country of villages as most of the population lives in village. But villages are synonymous with lack of facilities and infrastructure. In education field differences in infrastructure and other facilities are observed. So the researcher tries to observe study different infrastructure facilities available at rural and urban areas.

1.8 Scheme of the Chapterization

1.8.1 Chapter 1. Introduction

This chapter lays down the plan of action for the research. The first chapter of the dissertation is the dissertation introduction. The introduction chapter of the dissertation is the first chapter and it sets the stage for what will be presented in the pages that follow it.

The introduction chapter of the study Dissertation includes:

- A statement of the study problem
- A brief overview of the study,
- The significance of the study,
- Objectives of the study
- Research questions
- Delimitation of the study

1.8.2 Chapter 2. Conceptual Framework

Chapter 2 should convince a reader that the topic of the dissertation is important and that the method of inquiry is likely to make a significant contribution to the topic. In this chapter, the researcher has the opportunity to appeal in a less formal way to practical and conceptual issues that the dissertation should be able to inform. The unusual terms are introduced in this chapter.

1.8.3 Chapter 3. Review of Related Literature

This chapter sums up the literature on the subject of method. Chapter 3 is more formal than chapter 1 and 2 and presents a critical analysis of prior scholarship related to the central questions of the dissertation. The literature review serves several purposes:

- It identifies chief researchers and documents in the community of scholars to which the dissertation is meant to contribute.
- It identifies areas of consensus, dispute, and ignorance in the scholarship of the field and evaluates the nature and quality of support for various contentions.
- It draws new insights or new questions from the literature to offer a conceptual or theoretical framework in which the dissertation should be understood.

- It prepares the reader to appreciate how the dissertation will contribute significant new understanding to this framework, a point that is more fully developed in chapter 4.

The format of chapter 3 varies considerably depending on the quality of the literatures being reviewed and the degree to which the literatures emerge from a single or multiple research communities. Headings are useful ways of organizing a literature review presentation. Some reviews warrant tables that give brief summaries of collections of studies. In any event, the literature review should not merely describe prior studies, but build a reasoned and well-documented case for specific conclusions and for the significance of the dissertation research.

1.8.4 Chapter 4. Research Methodology

This chapter gives in detail the description of the tools and techniques constructed and used in the research. Also it describes the design of the research.

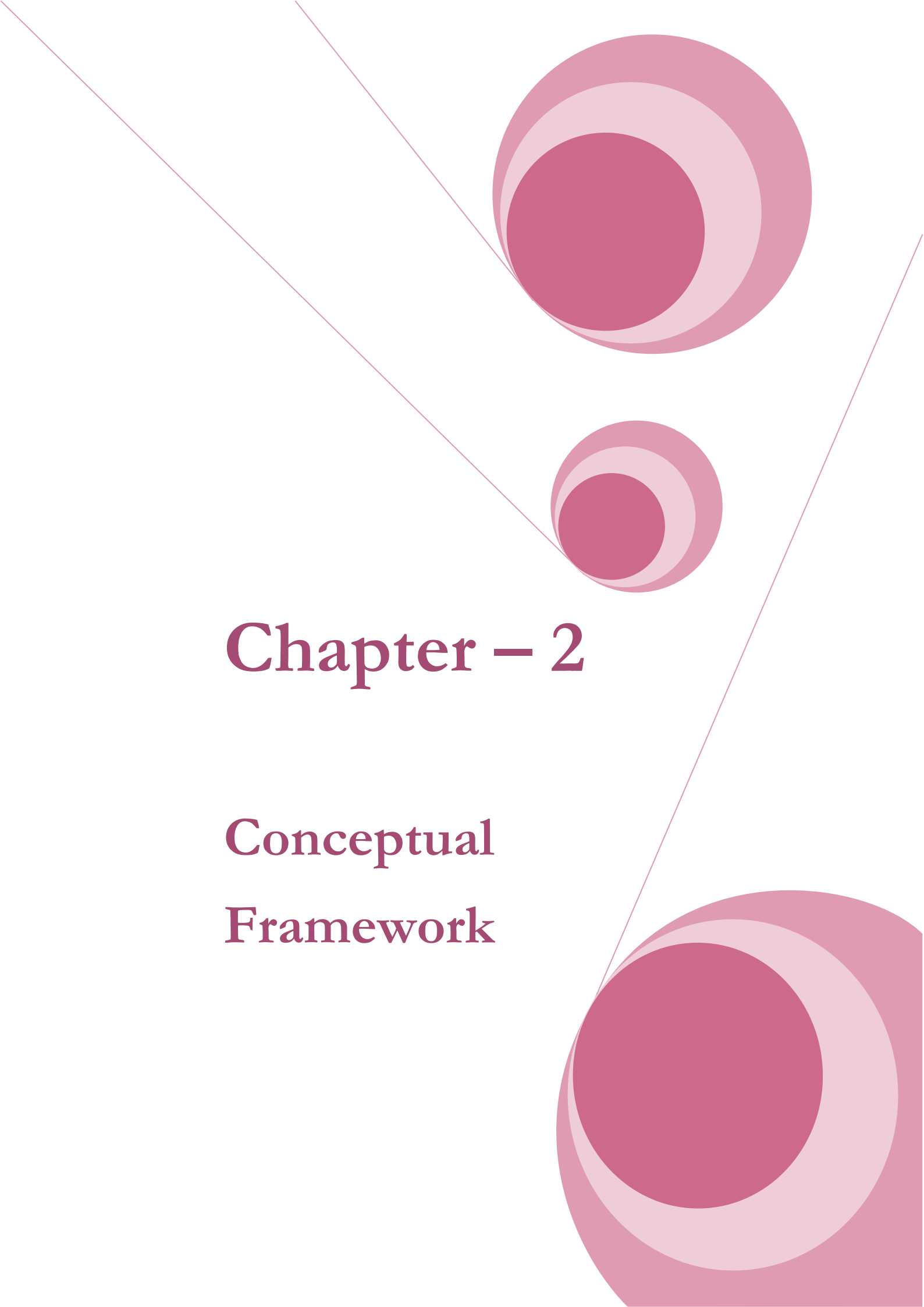
The fourth chapter of the dissertation presents the method by which the researcher collects and analyzes data for the study.

1.8.5 Chapter 5. Data Analysis and Interpretation

This chapter presents the collected data in the forms of tables to make analysis of result and interpretation, objective and reliable.

1.8.6 Chapter 6. Conclusion, Suggestions and Implications

The last words of chapter 6 give the "walkway message," the enduring ideas or conclusions that the researcher wish is readers to keep when they have completed reading.

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Chapter – 2

Conceptual Framework

Chapter – 2

Conceptual Framework

2.0 Introduction

Now-a-days everyone wants to become an educated person. We are talking today about the educative process. What is education for? Why we want our children to attend classes? Why we created universities? All these questions are created at this time. These are not easy questions, if we are to give deep answer, we could say that the aim of education should be seen as a duality.

The term education in a broad sense is to grow a means body, mind and soul of ignorance. It improves an individual's personality & provides him| her confidence to reach out to the world.

Education is a long life process. It improves us. Education is a process beginning right from the childhood. Education creates all round development and drawing out the best in the child mind, body & spirit.

“Information can not be the foundation of intelligence, it can only be a part of the material out of the material out of which knower builds knowledge, the starting point, the nucleus of fresh discovery and enlarged creation. An education that confines itself to imparting knowledge is no education.”

“A student ought not to be mixed up with the cares of household life.... The life of a student be that of Brahmacharya—celibacy—until the student days are over. He should not be called upon to take up the burden of household life before finishing his education.”

Education is not only becoming literate. Getting a degree is not education. Gaining knowledge is not education. Education is a process of development from infancy to maturity. Education is progressive. It changes man's needs and demands of the society.

When the children are admitted to the school, they need no slates and pencils and books, but simple village tools which they can handle freely and remuneratively. This means a revolution in educational methods.

Thus, education is a process which involves the interplay of the educators and the social forces to make an individual socially adjustable and responsible.

An education allows for the development of the brain, maturing a young adult into an able, dependent adult. School provides a place to learn, a place to be, and a place to experience real world situations.

We get education from three ways. Formal, on-formal and informal. Non formal and informal education we get from anywhere and from any person. Sometimes we even don't know that we get education. It educates indirectly. But in formal education we have to go to schools, colleges universities etc.

2.0.1 Formal Education

The formal education comprehends education as it is provided in educational institution according to a particular pattern. In the educational institutions the educator educates the educand according to a programme aiming at a particular goal. He follows a predetermined syllabus. It is in the form of systematic, planned and guided instruction.

2.0.2 Non formal

Non formal education is imparted outside the formal School system. For providing this type of education, there are no restrictions of any type of learners with any age group. A few examples of this system of education are open school, open universities, correspondence courses etc., the system of non-formal education is parallel to formal education. Here different media are used for education the people like television, radio, teleconference, videoconference, newspaper, magazines, encyclopedia, internet, journals etc. surely this approach is education to the doors of the learners who could not or are able to receive formal education due to any reason.

According to Combs: "Non formal education is one which is imparted through organization and institution, outside the formal education institutions"

2.0.3 Informal Education

Informal education complements the formal education outlined above, without which formal education remains incomplete. Education of this kind has no specific time or place at which it is provided. Even, the educator is not fixed. All fixed syllabi, formalities are absent from it, education of this kind is the education one receives while playing in field, talking to family members in the house, roaming around somewhere, in fact, everywhere. Informal education would also include all incidental learning that takes place while at play and during travels as well as spontaneous learning through films, radio, television, newspaper, etc.

2.1 What is a School?

The quality of schooling is a matter of concern to all stake holders in society, parents, teachers, and government at large. What makes a school good or bad depends upon the judgment that is made about its resources & activities.

School is a place that allows a practically free education, something that other nations dream about having. Insisting that school is boring is just not a logical thing to imply. Education is a tool that so many people lack, and those people end up regretting not having an education. School provides a place to acquire an education, as well as a place to push yourself to see your full potential. School also is a place where hard work pays off, and it is evident in grades. Learning can be entertaining, if the right mindset is applied.

During the day, there is hardly any activity that is available to teenagers that a large amount of people would be at. Since most teenagers will be at school during the day, the most exciting place to go to see all your friends and buddies would be at school. Although sitting through a lecture for a whole class period may not be the best place to socialize, everyone else is at

school, so going anywhere else to have fun would be a wasted effort. School provides a safe learning environment for everyone, and all the people there make it exciting. While some people may say that there are better things to do, the ethic principle of the matter is at least kids are not on the streets.

Definition

“A place for learned intercourse and instruction; an institution for learning; an educational establishment; a place for acquiring knowledge and mental training; as, the school of the prophet”

“A place of primary instruction; an establishment for the instruction of children; as, a primary school; a common school; a grammar school.”

“To tutor; to chide and admonish; to reprove; to subject to systematic discipline; to train.”

A building where young people receive education; "the school was built in "he walked to school every morning"

2.1.1 Types of Schools

School Type		
Government Schools	Aided Schools	Private Schools

Levels of Education at Schools

Basic Elementary Education		Secondary Education	
Primary (Also Known as ‘lower primary’) (grades 1-5)	Upper Primary (Also known as ‘junior’ or ‘middle’) (grades 6-8)	Secondary (Also known as ‘lower secondary’) (grades 9-10)	Higher Secondary (grades 11-12)

This table describes school types and school levels in India. There are three main school types: government, aided, and private. Schools run by the central, state or local governments are referred to as ‘government’ schools. Schools run by private managements but funded largely by government grant-in-aid are known as private aided or just ‘aided’ schools. In the first two decades after independence, these schools were somewhat similar to the current charter schools in the US and they charge the same fee levels as government schools (which is now nil). However, following important centralizing legislation in the early 1970s, their teachers are paid at government-teacher salary rates directly from the state government treasury and are recruited by a government-appointed Education Service Commission rather than by the school. Thus, government and aided schools are now very similar and they are both publicly funded. Schools run by private managements without state aid are known as ‘private unaided’ schools. These run entirely on fee-revenues and have virtually no government interference in matters such as teacher recruitment. These are thus the genuinely private schools and we refer to these simply as ‘private’ schools rather than using their full name ‘private unaided’.

Government aims at equalization of opportunity for students as there are government opens schools in rural area to provide education to the population.

Need based survey is done to start schools in rural area.

2.1.2 What is a Good School?

“Imagining beyond the limits of today to create a better tomorrow.”

A good school aims to help the child learn by addressing the developmental needs of the whole child. It nurtures the cognitive, social and ethical development of children.

Through universal access to education policy, we are creating an opportunity for many children to develop skills that will enhance their lives. This is a

major step forward for the possibilities of children who, for far too long, have sat on the margins of our society. However, as we open our schools to more children, the quality of education within these schools comes into question. Unless we ensure that the experience of school is meaningful and fulfilling for students, our efforts will become empty gestures.

We need to extend our focus beyond creating access to education to also include the quality of that education. In doing so, we will unleash a new set of questions and challenges, worthy of our attention and dialogue. To promote this dialogue, this publication contributes ideas and perspectives on what characterizes a good school and how we can collectively create good schools for the children.

We need to ask ourselves, in today's world what is a good education? And what kind of school will deliver it? What kind of school will prepare our students to thrive in this new environment? We need to make these questions urgent priorities, committing to them the full attention of our imaginations.

“Our biggest hurdle in creating a good school is not lack of desire but lack of imagination.”

Imagination is the ability to see what does not yet exist. It is the ability to create in our minds new ways of responding to old problems. Our biggest hurdle to creating a good school is not lack of desire but lack of imagination. We have succumbed to lethargy of thought, a failure to step beyond the limits defined by our experiences. It is time to think beyond the borders of our experiences and to imagine a school that meets children's immediate needs.

2.1.3 Characteristics of a Good school

- **A good school creates experiences, environments and relationships that enable children to thrive and discover their full potential.** It immerses children in a culture that values their humanity, nurtures their individuality and unleashes their intelligence. A good school is a place where children discover their passions. It's a place where children develop self-definition, self-confidence and self-assurance, as well as the belief that they can make a useful contribution to their community and country.

- **A good school is led by visionary teachers who appreciate that education goes beyond what happens in the classroom.** It is led by individuals who have a vision for a better society and understand a school's role in influencing the values permeating their community.
- **A good school runs according to a shared mission and publicly declared values and standards.** It puts forward progressive ideas about social justice, human rights and the larger aspirations of the nation. It sees itself as the community's repository of hope, where community members go to discover and nurture their best selves.
- **A good school has practical policies and operational mechanisms that are faithful to the school's mission.** It creates mechanisms and structures to institutionalize values that it believes in. It is run with efficiency and on sound principles that guide day-to-day decision-making processes. A good school is inclusive and creates opportunities for all stakeholders to participate.
- **A good school presents learning as a lifelong enterprise.** It enables children's growth and helps them discover a value system that can be their compass in the world. A good school is our collective hope for building a compassionate, thoughtful and wiser nation.

2.1.4 Our Schools Today

Why are a large number of children who yearned for an opportunity to learn now abandoning that dream?

Our schools are based on ideas that were appropriate for a different time. Most of us are used to thinking of schools as places where children learn to pass exams by memorizing what the teacher writes on the blackboard. We expect children to obey their teachers and remain quiet unless spoken to. We aim to instill a fear of breaking rules and of the consequences. Our schools operate by

intimidating and shaming children into complying with what is required of them.

We measure schools based on narrow indicators, such as students' exam scores. As long as a school compels its students to pass their exams, then we accept that this school has fulfilled its role. We have accepted this diminished vision of what a good school should be, because until fairly recently, in most developing countries, just having access to a school was seen as a privilege.

2.2 Rural Areas

Before discussion further rural issues, it seems important to define the term 'rural' itself. Different countries may have different perceptions of what 'rural' is making comparisons difficult. According to the FAO, the definition of a 'rural' area school meet two criteria: one related to place of residence and land settlement pattern, and the other related to the type of work that residents engage in, first rural area are generally open area, with two settled population densities. A high proportion of the unsettled land area and for land used is for primary production (mining, agriculture, livestock, forestry, fisheries).

Education in rural area, despite being promoted on a grand scale by the government. Still struggles for survival. Increases in drop-out rate, decrease in enrolment Rate Lack of infrastructural facilities indifferent attitude of teachers towards students and vague understanding of the benefits of education among the parents of rural children are some of major ills plaguing educational scenario in rural areas.

2.2.1 Rural Schools

One of the greatest advantages of rural schools is the tendency for smaller classes. Due to population density, class size is generally more manageable for teachers. Often teachers are able to spend more time with individual students and provide more assistance to students having difficulties, which result in higher student achievement." When looking at pupil/teacher ratio it was found that achievement was greater in smaller schools with smaller classes" (Greenwald, Hedges and Laine, 1996, p.369).

New York City schools saw great benefits in reducing class sizes in some of their schools. In fact, “during the Clinton administration, the Department of Education championed small schools as an antidote to low student achievement and school safety problems” (Duke and Trautvetter, 2001, p.1). The results were amazing. “As a result of being subdivided into houses, New York City’s Dewitt Clinton High School, for example, went from being one of America’s largest and most troubled high schools to one of President Clinton’s 96 outstanding high schools” (Duke and Trautvetter, 2001, p.2).

There are many advantages to attending rural schools; however, rural schools do have their disadvantages. Computer availability was rated higher in school; however, out of school was a different story. In one study “rural students were less likely to have access to computers and the Internet at home” (EQR, 2003, p.45). In today’s changing society, this creates a terrible handicap for those students. A second clear disadvantage of many rural schools is their distance from a nearby university or college. For many rural students travel to these schools is a distant journey. As a result, rural students often miss the opportunity to participate in summer, remedial and enrichment programs provided by these educational institutions. These educational programs are very beneficial to students. University programs enhance learning and provide future opportunities but, because of the distance from their communities, rural students are frequently either unaware or unable to attend. “Most rural areas and small towns do not contain post-secondary educational institutions, and many cannot support a full array of occupational choices, so rural youth often need to leave their communities to pursue educational and work goals” (Demi, Jensen, McLaughlin, and Snyder, 2006, p.2). The desire to attend higher education seems to be comparable in both urban and rural schools. “Both groups have high educational aspirations that include plans to attend either a four-year or community college. These high aspirations may be unrealistic as they are inconsistent with earlier studies that find actual educational attainment of rural youth to be lower than youth from urban areas” (Demi et al., 2006, p.2).

2.2.2 Situation of Schools in Rural Areas

Villages and rural communities are difficult to reach, the physical conditions in schools are inadequate, and learner performance in comparison to schools elsewhere is weak. Although there have been significant infrastructural improvements since 1994, according to the National Education Infrastructure Management System: National Assessment Report published by the Department of Education in 2007, many rural schools still lack clean running water, electricity, libraries, laboratories and computers. More than one-quarter of the schools in Eastern Cape, KwaZulu-Natal and Limpopo have more than 45 learners per classroom. These are not easy conditions in which to provide a sound education for young people.

Though there are very few schools in rural areas, children and their parents are showing interest and availing school facilities in these remote locations. Children have to walk miles to reach their school. Rural schools pay special attention to children in these locations so that each child gets an equal and important opportunity. They promote reading and writing and enhanced basic education. These schools also provide study material to every student apart from, meals during school hours, uniforms etc. Rural village schools also have implemented library system, which provide books, newspapers and magazine to children. They not only provide science kits and equipment for hands-on-learning, but also notebooks, textbooks and pencils to poor children. Apart from that they also give scholarships to deserving students regularly, who wish to study ahead. They create community awareness, about the need for education and world literacy. Many indirect benefits of a basic rural education include poverty reduction, disease control, enhanced employment opportunities and increasing rate of literacy. The curriculum includes English, Mathematics, General Knowledge and Drawing. Apart from that they also provide Value Education and Computer Education. With the help of rural education every family and child has excess to basic primary education. Individual's special talents are recognized. The teaching methodology ensures that each and every student is exposed to educational experience in an active and dynamic learning environment, so that they can achieve excellence. Teachers also encourage every student to express their views, observations

and experiences. The school's is to ensure that every child in rural India receives quality education which prepares them to compete in the competitive global environment. Rural education initiative has the following objective:

- To provide free standard education to rural children
- Supporting children for higher education
- Guiding and Supporting Research scholars in Educational Development
- Implementing new teaching methodologies and Assessment system Promoting all schools to stress free environment

2.2.3 Problems Faced in Rural Education in India

- Teachers of rural schools in villages and small towns receive low income so there is a possibility that teachers give less attention to children.
- Most of the schools do not have proper infrastructure. So they do not get most of the facilities such as computer education, sports education and extra-curricular activities.
- There are no proper transport facilities so children do not like to travel miles to come to school.
- There is no excess to supplemental education.

2.2.4 Limited Availability of Education in Rural Areas

Residents of small communities may realize the importance of basic education for their children but are unable to provide adequate academic training with their own resources. In rural communities teaching aids and basic equipment available for educational tasks are minimal, even though parents and teachers alike agree that more adequate and imaginative teaching methods are needed in school to stimulate learning incentives. The consequent problems of irregular attendance, wide age variation within grades, and discipline appear to be insoluble. Rural areas are not considered as attractive teaching posts even when the schools are new - houses are not available for new teachers, and outside instruction is limited and irregular.

Often the only structure of formal education existing in rural communities is a primary school of several grades with one teacher. Many rural primary schools in underprivileged countries conduct classes for only a few hours a week and for most children, completion of the fourth grade is the end of formal education. A large number of young people from poorer families who begin work at an early age stop going to school. Transport and boarding expenses prohibit attendance at more advanced classes which are usually available only away from the village. When young people graduate from high school, they have to move to the cities for jobs and further education.

While continuing education is becoming increasingly necessary for individuals to keep up with the present rapid change, local schools and adult training opportunities are not available in most rural communities. Funds for educational use are often inadequate or misspent, and insufficient information or supplementary services such as transportation, scholarships, etc., results in little use being made of regional education structures. In the absence of effective structures of ongoing education, preparation for the future will continue to be limited and present patterns remain unchanged.

Regional discrepancies within countries occur in varying degrees, depending upon the overall participation in education, but are particularly serious in developing countries. In developed countries education deficiencies tend to appear at the age at which education ceases to be compulsory and therefore mostly originate at secondary school levels.

Although education should prepare children, young people and adults to deal practically with the actual situations which confront them, educational opportunities in rural areas are impractical and unrelated to the daily requirements of the community. There is need for more practical and imaginative curricula in primary schools to stimulate learning, equip students and encourage parents to assist in seeking further education for their children. In addition, adult education rarely exists in any formal manner, even though basic reading, writing and mathematics are increasingly necessary.

Instructions on health practices, information on agriculture and commercial methods, and leadership training are not locally available. Residents may desire to learn additional skills, but they are thwarted by the lack of relevant training events.

A large number of countries are in the process of improving the educational situation in rural areas. Teachers are being trained. Education infrastructure is being developed. Curriculum is being designed to meet the employment needs of the country and away from the cultural biases of former colonial powers. The quality of life is being improved in the countryside to attract educators and keep students.

2.3 Urban Areas

An urban area is an area with an increased density of human-created structures in comparison to the areas surrounding it. Urban areas may be cities, towns or conurbations...Unlike an urban area, a metropolitan area includes not only the urban area, but also satellite cities plus intervening rural land that is socio-economically connected to the urban core city, typically by employment ties through commuting, with the urban core city being the primary labor market. In fact, urbanized areas agglomerate and grow as the core population/economic activity center within a larger metropolitan area or envelope. People living there are open, they choose their cultures and their beliefs and share them and that's what makes them a very modern society. They care most about technology, communication, economy, etc. and always look forward to develop and extend markets, diversification products.

2.3.1 Urban Schools

As with rural schools there are many advantages to attending urban schools. Perhaps the biggest advantage is described in the research of Michayluk and Randhawa (1975) who found that “urban residents are almost always better educated than rural residents regardless of sex, age, maturity, race or parentage. They found that rural pupils are characterized by poor educational achievement as compared with urban pupils” What is the reason for this gap in education? Research suggests the difference is not related to gender, age, race,

maturity or parentage. Safety, availability to resources, opportunities for art and culture, location and other issues are some of the key reasons for this gap. In fact, Young (1998) found that “location of the school ha[s] a significant 21 effect upon student achievement, with students attending rural schools not performing as well as students from urban schools” (p.386). Based the research literature, the location of the school is a significant factor in student achievement at the middle school level. The opportunities location provides are vital to student success and extend into students’ aspirations for the future. Students from rural schools often realize the need to leave their homes for both education and a “perfect” job. For urban students that “perfect” job is often closer to home, as more industry and business opportunities are available in urban areas. (Barcinas & McCracken, 1991, p.39) Research also shows that students participate in about an equal amount of extra-curricular activities whether they attend a rural or urban school. However, the availability of activities greatly differs for the two groups. Students in urban schools have more courses and extra-curricular activities available to them. (Barcinas and McCracken, 1991, p.38)

For all of their advantages, urban schools do have their disadvantages as well. While parents are often better educated, they frequently have more demands placed on their time. “Urban parents are often less able to contribute to their children’s schools in areas such as volunteerism, due to economic demands of more than one job” (Beineke, Foldes and Maness, 2004, p.2).

2.4 Urban Education V/S Rural Education

- There are many schools in cities and towns whereas; there are very few schools in villages and the rural areas.
- There are transportation facilities like bus pick and drop in urban schools where as children in rural areas have to walk miles to reach their schools
- Basic amenities like no drinking water is provided in some of the schools in villages

- Level of education in urban schools is far advanced as compared to the basic level taught in rural schools
- Computer education is given high importance in urban areas where as very few schools in villages give computer training
- Group classes are taken by using video conferencing and audio conferencing in urban schools where as no such facilities are provided for students in rural schools
- The teachers are given tools like laptops, printers to provide notes and other important notices to the children in urban schools while there are no such facilities in the rural schools
- School infrastructure in case of cities and urban areas is much more advanced as compared to that in schools in rural areas where some times children are even made to sit on the floor due to non-availability of furniture
- School education in urban areas is more advanced especially since there is a lot of computer aided teaching

Apart from the course curriculum rural schools are not able to involve children in other activities like sports, co-curricular activities and competitions. Such events and activities tend help in the overall development of the children

In the early eighties and nineties, if you had asked a wayfarer the names of major Indian cities, his answer would have been: Delhi, Bombay, Madras & Calcutta. However with the turn of the millennium the answer has expanded to include new names.

With the arrival of the IT, cities have turned into a fast multiplying species. As for the heartbeats of our country, the villages, well let's just say that they are endangered now. The growing gulf between the rich & the poor has now turned into the gulf between the city dwellers & the rural immigrants.

So what are the advantages of the urban life, the so-called 'high life'?? One of the merits of living in a city is that there are numerous ways to survive. From

rag-picking to fashion designing to picking pockets, there is a mind-boggling variety of jobs. Therefore it is easier to find food & clothing. However, other amenities like shelter & sanitation often take a back seat.

For a person living in a city every day is an assault on the senses. The exhaust is so thick that the air boils like a soup. Life in a seaside-city is not an option either for the only time most people get anywhere near the sea is for an hour on Sunday evening on a filthy beach with the rest of the populace. It does not stop when one is asleep for the night brings in mosquitoes out of sewage-clogged water-bodies to your home.

The cost of living in a city is very high. The 'high' income one earns is partly or fully utilized to provide the barest necessities. Though people living in the footpath may have to combat the police and drunk drivers to survive, those living in a fancy apartment in the same street are not spared either. The moment you step into such a place you would have to pay a lump sum as apartment maintenance. If you have a car, what better excuse to charge extra for parking for fuel? Thus, the fast life of the city promotes stress, tension and frustration. For those without yoga classes and aromatherapy the options are limited- complete burnout or suicide.

After all this, rural life seems so relaxed...the clean air....the greenery... what a way to cool the mind! But reality beckons us. 70% of a rural economy is agrarian. Rural workers are seasonally unemployed. Often there are three people working in a job meant for one i.e. disguised unemployment.

The bitter truth is that villages offer very little job opportunities. Poor nonstructural development has marred the development of health and other such sectors

.

However, property rates in rural areas are not very high and they are not overcrowded. Once you gain the acceptance of the conservative community you can actually lead a happy life in a brick house with two mango trees and a view of the hills.

Though deforestation and pollution may accompany the urbanization of the planet, it too has its silver linings. When people move to cities, per capita incomes rise. On a larger scale, this shows that international emigration is one of the best ways to tackle poverty. Migrants ensure that money is spent efficiently by their families. In many places up to 66% of income remittances go to rural areas, a classic example of self-help.

Today we have enough money, food, resource and technology to rid the world of hunger and poverty. It is just that some key people have to make up their minds. The Planning commission of India must therefore work efficiently to meet the needs of both the urban & rural population.

As a parting note, we can say that though urban life is advantageous, rural life does have its merits. With proper development of infrastructure even rural areas can become as good as urban areas.

2.5 About the Schools in Rural Area and Urban Area

Schools in rural areas are deferring in infrastructure, technology and the exposure received by students. All these aspects make differences positive as well as negative for the children of rural areas in comparison to urban area. A school which is the main source of education needs to be reviewed for this purpose.

2.6 Present Scenario

In India, condition of rural education is still improving, the conditions of these rural schools is still very poor. There are very few schools in the rural areas and children have to travel far away distances to avail these facilities and most schools in these locations do not provide drinking water. The quality of education is also very poor. The teachers get very less income so, most of the time the teachers are either absent or they do not teach properly. There are many initiatives taken by the government, but they are not implemented in the schools, so the present scenario remains the same.

2.7 Difference and Similarity between Rural and Urban Areas

Human settlements are classified as rural or urban depending on the density of human-created structures and resident people in a particular area. Urban areas can include town and cities while rural areas include villages and hamlets.

While rural areas may develop randomly on the basis of natural vegetation and fauna available in a region, urban settlements are proper, planned settlements built up according to a process called urbanization. Many times, rural areas are focused upon by governments and development agencies and turned into urban areas.

Unlike rural areas, urban settlements are defined by their advanced civic amenities, opportunities for education, facilities for transport, business and social interaction and overall better standard of living. Socio-cultural statistics are usually based on an urban population.

While rural settlements are based more on natural resources and events, the urban population receives the benefits of man's advancements in the areas of science and technology and is not nature-dependent for its day to day functions. Businesses stay open late into the evenings in urban areas while, sunset in rural areas means the day is virtually over.

The flip side of this is that rural areas do not have pollution or traffic problems that beset regular urban areas. Many governments, though focusing on the development of rural areas, have also tried to 'protect' these areas as preservation of their country's basic culture and traditions.

Urban areas are also classified according to land use and density of population. But this can vary from developed countries to developing countries. For example, in Australia, urban cities must include at least a 1,000 residents with 200 or more people per square kilometer while in Canada, an urban area is defined with a density of 400 people per square kilometer. In China, the density requirement for an urban area is about 1,500 people per square kilometer. Statistically, two urban areas with less than two kilometers between them are considered one urban zone.

2.8 Secondary Schools

In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school for adults. Depending on the system, schools for this period, or a part of it, may be called secondary or high schools, gymnasiums, lyceums, middle schools, colleges, or vocational schools. The exact meaning of any of these terms varies from one system to another. The exact boundary between primary and secondary education also varies from country to country and even within them, but is generally around the seventh to the tenth year of schooling. Secondary education occurs mainly during the teenage years. In the United States, Canada and Australia primary and secondary education together are sometimes referred to as K-12 education, and in New Zealand Year 1–13 is used. The purpose of secondary education can be to give common knowledge, to prepare for higher education or to train directly in a profession.

The emergence of secondary education in the United States did not happen until 1910, caused by the rise in big businesses and technological advances in factories (for instance, the emergence of electrification), that required skilled workers. In order to meet this new job demand, high schools were created and the curriculum focused on practical job skills that would better prepare students for white collar or skilled blue collar work. This proved to be beneficial for both the employer and the employee, because this improvement in human capital caused employees to become more efficient, which lowered costs for the employer, and skilled employees received a higher wage than employees with just primary educational attainment.

In Europe, the grammar school or academy existed from as early as the 16th century; public schools or fee-paying schools, or charitable educational foundations have an even longer history.

2.9 Secondary Education

Secondary education which serves as a bridge between primary and higher education serves a step towards preparation for higher and professional education.

The National Policy on Education (NPE), 1986, has provided for environment awareness, science and technology education, and introduction of traditional elements such as Yoga into the Indian secondary school system. Secondary education covers children 14–18 which covers 88.5 million children according to the Census, 2001. However, enrolment figures show that only 31 million of these children were attending schools in 2001–02, which means that two-third of the population remained out of school.

A significant feature of India's secondary school system is the emphasis on inclusion of the disadvantaged sections of the society. Professionals from established institutes are often called to support in vocational training. Another feature of India's secondary school system is its emphasis on profession based vocational training to help students attain skills for finding a vocation of his/her choosing. A significant new feature has been the extension of SSA to secondary education in the form of the Madhyamik Shiksha Abhiyan

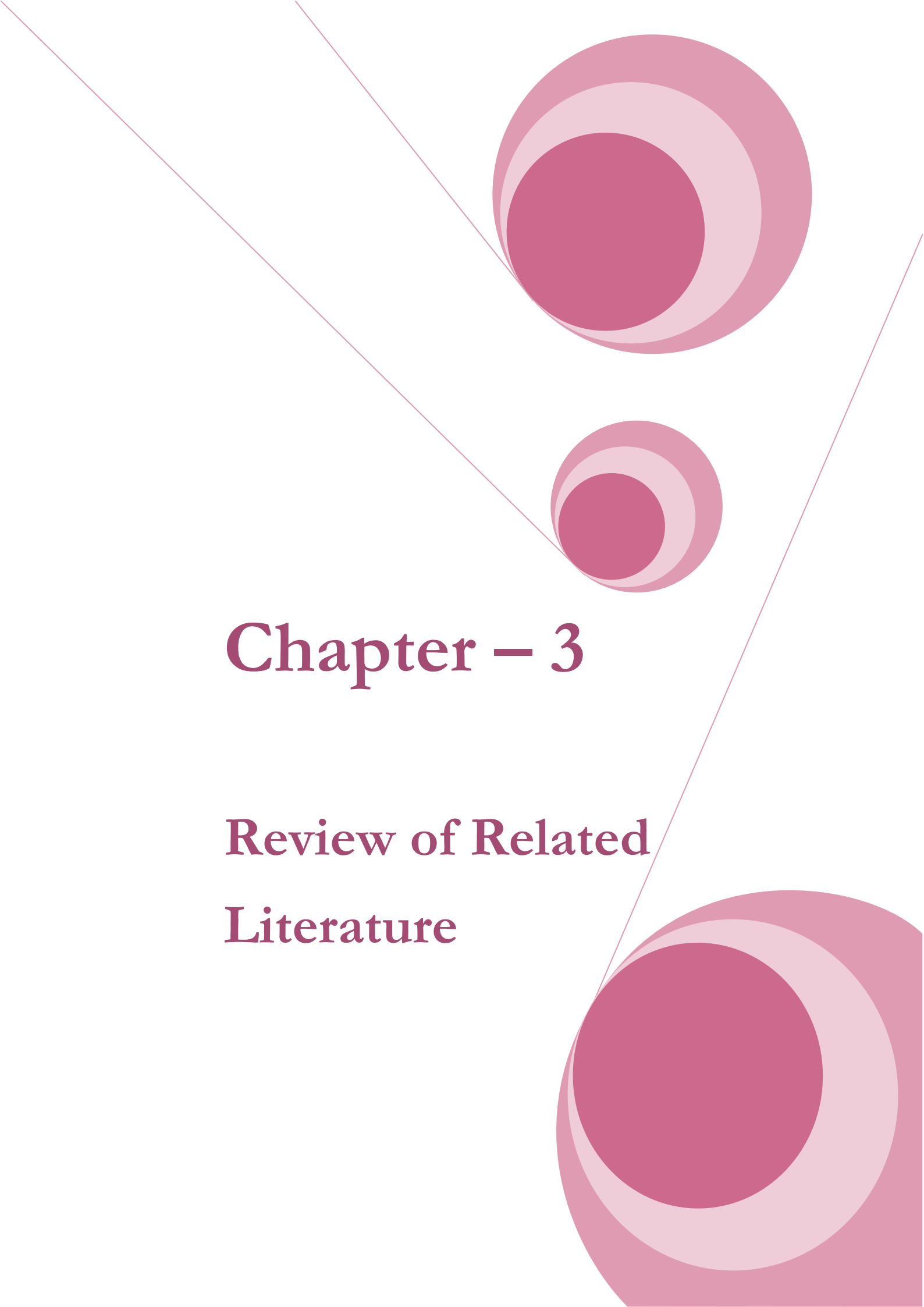
A special Integrated Education for Disabled Children (IEDC) programme was started in 1974 with a focus on primary education. but which was converted into Inclusive Education at Secondary Stage Another notable special programme, the [Kendriya Vidyalaya](#) project, was started for the employees of the central government of India, who are distributed throughout the country. The government started the Kendriya Vidyalaya project in 1965 to provide uniform education in institutions following the same syllabus at the same pace regardless of the location to which the employee's family has been transferred.

A multilingual web portal on Primary Education is available with rich multimedia content for children and forums to discuss on the Educational issues. India Development Gateway is a nationwide initiative that seeks to facilitate rural empowerment through provision of responsive information, products and services in local languages.

Free and compulsory education to all children up to the age fourteen is constitutional commitment in India. The Parliament of India has recently passed Right to Education Act through which education has become fundamental right of all children of age group 6-14 year.

Education for All (EFA) in India presents up-to-date information regarding activities initiated in the field of elementary education in India. It presents National Policy on Education (1986,NPE) & its Programme of Action (POA, 1994)as well as goals and objectives of Education for All in India. A separate section is devoted on to District Primary Education Programme (DPEP) in terms of its framework, planning methodology adopted in developing District Primary Education Plans.

SarvaShikshaAbhiyan (SSA), launched in 2001is the most recent initiatives of the Government of India, which presents its guidelines, planning methodology, data on elementary education created under District Information System for Education (DISE), list of districts covered, addresses of state implementation societies and outcome of the research studies conducted on school attendance, teachers absenteeism, out-of-school children, mid-day meal and many other aspects of elementary education in India.

A decorative graphic featuring three concentric circles in shades of pink and purple, arranged diagonally from the top right to the bottom right. Two thin, dark pink diagonal lines intersect the circles, creating a sense of depth and movement.

Chapter – 3

Review of Related Literature

Chapter – 3

Review of Related Literature

3.0 Introduction

A survey of the related literature is a crucial aspect of the planning of any study. For any investigation in any field of knowledge extensive use of the library and a thorough investigation of related literature and reviews are essential.

This review of related literature as well as research implies the reading, surveying and evaluating of the written form of literature related to the problem area which is available in libraries from many other sources. Joan Beat stated “the research for reference material is a time consuming but fruitful phase of the graduate program. A formality with the literature in any problem area helps the student to discover what is already known, what others have attempted to find out what methods have been promising or disappointing and what problem remain to be solved.

3.1 Studies based on Psychological Variables

SINGH, B.K (1984).“A Psychological Study of the Patterns of Personality Variables of Rural and Urban College students of Agra region”.

The main objectives of the Study were

To examine the differences between tribal and non-tribal students in their four personality characteristics dogmatism, alienation, security. In security and anxiety and to study the extent of variance in the depend variable explained by demographic variable like urban and rural background and sex.

Findings

The tribal students, irrespective of their sex and background were found to be more dogmatic to feel more alienated, to feel more insecure and to show grater anxiety as compared to the non-tribal students.

The female students, irrespective of their race and background were found to be more dogmatic, more insecure and to show more anxiety but the two sexes did not differ in their level of alienation.

Within both tribal and non-tribal samples, the rural students, within the rural sample, the female students were found to be more dogmatic than the male students.

Rural students were found to be more alienated and more insecure than the urban students.

Irrespective of the two levels of sex and background it was found that non-tribal students showed greater anxiety compared to the tribal students.

Within the tribal group irrespective of the two levels of the background the female students were found to show more anxiety than the male students to rural students showed more anxiety than the urban student.

Verma, N.P (1975).“A Study of Rural Students of Secondary Schools Reading in Towns and Villages in Respect of certain Psychological (cognitive and personality) Variables”.

The main purpose of the Study were to explore the differences if any, between the rural urban (RU) and urban (U)secondary school students in their intelligence, interests and personality adjustment, and to examine whether their scores were influenced by age, sex and economic status.

The major findings were

There were significant differences in intelligence, interest and overall adjustment among rural, rural and urban and urban group.

Residence in rural or urban area age and financial status made significant differences on the test and sub test scores and response of the subject, except between rural urban and urban groups in outdoor interest, home adjustment, emotional adjustment and adjustment as whole.

No significant differences were found between rural and rural-urban and urban and urban group in their outdoor and fine arts interest.

3.2 Comparative Studies

SREE NIVASAN, A (1979). “A Comparative Study of the Development of Primary Education in Rural and Urban Areas in the State of Karnataka”.

The objectives of Study were to study and compare trends in respect of enrollment, schooling facilities, teaching force and expenditure on primary education, the entire period under study was divided into four specific intervals which approximately corresponded to the five year plan periods.

The major findings of the Study were a slightly higher annual rate of growth in enrollment was recorded in rural area (7.48%) then in urban areas (6.89%). The rate of enrollment growth of girls consistently exceeded that of boys during the different intervals in rural parts while the situation was vice versa in the case of urban parts except during the interval IV.

A gradual upward trend in respect of enrolment per 1,000 population was noticed in the state (from 96 to 133), in rural areas (from 81 to 116), and in urban areas in the first two intervals (from 148 to 149) followed by a fall in the third interval and again an increase in the fourth interval.

Consistently higher enrollment of boys per 1,000 populations than that in the case of girls was noticed urban past recorded much smaller difference than rural area.

A gradual increase in primary enrollment ration (PER) was noticed in the state in rural and urban parts.

The PER for boys was consistently more than that for girls in the state and in the rural and urban parts as well.]

The average annual rate of increase in the number of schools decreased from interval to interval in the state as well as in urban and rural parts.

The rate of increase in the number of primary schools was not in tune with the rate of increase in the enrollment.

The average size of the primary school had gradually increased in the state as a whole and in rural and urban parts as well.

A marked improvement in the availability of primary schools from the point of view serving smaller geographical units was there in the state and in rural and urban parts and it was more marked in rural parts than in urban parts.

Though the percentage of higher primary schools increased in the state and urban and rural area, the increase was more marked in rural parts than in the urban parts of the state.

The ratio of supply to teacher in primary schools was not in tune with the rate of increase in enrollment in the state as well as in urban and rural parts.

The recurring cost per pupil. The recurring cost per pupil enrolled in primary schools increased in the state and in urban and rural area and it was higher in urban area than in rural areas.

MAMMOTIL, S.J, (1977). “A Comparative Study of Secondary Education in England and Wales and India with special reference to Bihar”.

The objectives of the Study were

(1) To make a comparative study of the pattern of educational and administration and finance and the system of curriculum and examination in England and India in the background of their respective historical developments.

(2) To derive some conclusion and suggest certain reform in India education system, especially in Bihar.

The study involved a descriptive analysis of the historical development of the system of education in both the countries up to the present day. The descriptive analysis was continued along with the interpretation of the present systems of administration, finance, curriculum and examination for each of the two countries in separate parts. An attempt was made to work out certain criteria of capability between the two countries and by the method of juxtaposition, similarities and differences in the

system of education in the above mention aspect was establish. The suggestions were in the areas of administration, finance, curriculum and examination.

Govind,R.,(1980). “A Study of School Education in Rural Areas, Tumkur District”.

The main objectives of the Study were,

- (1) To examine the distribution of facilities for school education in different parts of the district.
- (2)To appraise the quality of existing schools in terms of physical accommodation, playground, science equipment, library, extra-curricular activates, teachers, incentive schemes in operation and extent of wastage.

Sample of the Study.

The sample size of the study was 245 villages randomly selected.

Tools.

The tools used by the researcher were questionnaire, a separate questionnaire to be filled in each school.

The findings of the Study were,

- (1) Almost one out of every four sampled village (59/245) did not have even a lover primary school within the habitation.
- (2) Only one out of every four villages with a school head facility for a higher primary schooling and only one out of every 12 villages with a school had a high school.
- (3) More than 40% of lower primary schools were single room units and large numbers of H.P.S.S were 2 or 3 room unit.
- (4) Many of classrooms were overcrowded and physical accommodation were adjusted to be quit inadequate.
- (5) Except for few cases there were no play ground or sport equipment's in any of the schools.

(6) Facilities in terms of science teaching equipment's were at an extremely poor state in most of the schools.

(7) About 60% of LPSS did not have library units attached; but all HPSS and HSS had this facility.

(8) Extracurricular activities were totally unknown to children studying in most of these schools.

(9) Most of the rural schools were understaffed about 62% of LPS teachers did not live in the village for HPSS.

AMARNATH, (1980).“A Comparative Study of the Organization Climate of Government Schools and Privately Managed Secondary Schools in Jullundur District”.

The major hypotheses of the Study were:

(1) There are global differences among the government and private managed secondary schools on each dimension of the organized climate.

(2) The organizational climate of the two types of schools does not differ significantly.

(3) The variables of principals' behavior are more dominant than those of the organizational climate.

(4) There are no significant differences in the job satisfaction of principals and teachers working therein.

(5) there is positive relationship between the organizational climate and the academic achievement of students of government and private managed schools.

The sample of the study comprised the principals of the all the 32 higher secondary schools of Jalandhar district and at list 9 teachers of from each of these schools.

Tools of the study are the questionnaire (ocdq) by Halpin and Croft & teachers job satisfaction scale.

The findings of the Study were

- (1) The government and privately managed schools as a group, did not differ significantly in their organizational climate but differed from school to school.
- (2) The principal of both types of schools did not differ in their behavior as a leader.
- (3) The teachers did not differ significantly in their behavior as a group, except in the variables of disengagement, esprit, aloofness & thrust.
- (4) The organizational of a school did not affect the job satisfaction of the teachers.
- (5) There were no positive relationship between the organizational climate and the academic achievement of the student.

AARON,P.G., MARIHAL, V.G & MALATEHA, A.N., (1969). “A Comparative Study of Socio-Psychological Condition of the Pupils and Teachers in Rural and Urban Schools”.

The objectives of the Study were

to find out whether the difference between rural and urban schools is real and apparent.

To examine the image of the rural and urban pupils and teachers.

Hypothesis of the study were, rural and urban high school pupils of the same socio economic status do not differ from each in their educational level, attitudes, creativities and other personality characteristics. Rural and urban high schools teachers do not differ from each other in the motivational level, aptitude and values. Rural and urban schools of comparative economics status do not differ from each other in the facilities they offer to their pupils.

The findings of the Study were,

- (1) There is no significant difference in achievement scores of rural and urban boys of the same SES.
- (2) There is no significant difference between creativities scores of rural and urban boys.

(3) There is no starting difference between the interest existed in rural and urban group.

(4) The problems of urban teachers center round them self while those of the rural teachers concern their pupils also.

(5) There is little parental participation in both types of schools but rural parents are more conscious of the child and are more aware of the existence of the school.

DAS,R.C., (1975). “A Comparative Study of Educational Wastage in Urban and Rural Areas, SIE, Assam”.

The objectives of the Study

ware to find out variation of educational wastage with regards to its extent at the primary education level in urban and rural area in the one of the districts in the planes of Assam.

The sample of the study were 761 schools out of which 743 were located in rural area & 18 in urban area in the Jorhat sub-division of sibsagar district. All to gather 30,730 pupils were covered in the rural area & 609 in the urban area.

The findings of the Study were

(1) The wastage (dropout) rates for urban, sub urban and rural area were 50.1%,7% & 14.5% respectively, while the stagnation (grade repetition) rates were 48.1,63.8 & 63.4% respectively. The total educational wastage was 63.2,70.8&77.9% respectively for urban, sub urban and rural areas.

(2) The combined wastages and stagnation in rural area schools was significantly higher than in the sub urban areas schools which was in turn significantly higher than that in the urban area.

(3) In the case of stagnation the percentage was lower for girls in urban area but higher in both the sub urban and rural areas in comparison with boys.

HUSSAIN,M.,(1982). “The Wastage and Stagnation in Primary Schools of Rural Area of Bhilawara District, SIERT, Rajasthan”.

The objectives of the Study were

- (1) To determine the rate and form of wastage in primary schools in rural areas.
- (2) Finding out the rate of stagnation.
- (3) Finding the teacher pupil ratio in urban & rural areas.

The findings of the Study were

- (1) The rate of wastage was very high & it was highest in the first to classes.
- (2) Out of 682 primary schools, 506 were single teacher schools and in these the rate of wastage was much higher than that in teacher institution.
- (3) The dropout rate was higher in first to classes.
- (4) The rate of stagnation was comparatively higher in single teacher schools but there was no significant difference in it between boys and girls.
- (5) The teacher pupil ratio in Rajasthan as a whole was 1:49 were as in rural areas of Bhilwara district, It was found to be 1:26.

The study suggested that to make the maximum use of available resource, efforts should be made to enroll all the boys and girls of the 6-11 age group with an excellent pupil teacher ratio 1:26, it should be possible to bring about qualitative improvement.

3.3 Studies from Journals

YADAV,R.(2011).“A Comparative Study of Adjustment, Values and Academic Achievement of Urban and Rural Schools Adolescents”. Journal of Educational and Psychological Research, Volume 1, (1), Page no 31 to 34.

The objectives of the Study were

- (1) To compare the values of urban and rural schools adolescents.
- (2) To compare the adjustment of urban and rural schools adolescents.
- (3) To know the value of urban and rural adolescent students.

- (4) To know the adjustment of rural adolescent students.
- (5) To compare the academic achievement of urban & rural adolescent children.

Tools and Techniques of the Study were.

- (1) Personal value questionnaire (PVQ) by Dr.G.P.Sherry and Dr.R.P.Varma.
- (2) Adjustment inventory for school students (AISS) by Dr.A.K.PSinha& Dr. R.P.Sing.
- (3) Metric examination marks will be taken to judge the academic achievement of the students.
- (4) Mean, SD & t-test have been used for analyzing the data.

The findings of the Study were,

- (1) The study reveals a certain patterns of value which is according to the preference given by the urban and rural students to different value. This pattern values revealed by the study is as follows, social value, democratic value, knowledge value, religious value, hedonistic value, family prestige, aesthetic value, economic value.
- (2) Urban and rural adolescent are very much adjusted on all areas of adjustment namely emotional, social and educational.
- (3) When we categorize the children on the basis of their academic achievement we find that the children of urban area are academically better as compared to rural children.

YADAV,S.(2011). “A Comparative Study of Self-concept, Level of Aspiration, Anxiety and Academic Achievement of Government and Non-government Students”. Journal of Educational and Psychological Research, Volume 2, Page no 41 to 45.

The objectives of the Study were,

- (1) To study the comparison of the self-concept of the XI grade children of government and non-government.

- (2) To find out the comparative position of the level of aspiration of the XI grade children of government and non-government.
- (3) To know the comparison of the anxiety of the XI grade children of government and non-government.
- (4) To study the comparison of academic achievement of XI grade children of government and non-government.

Tools and Techniques of the Study were.

- (1) Self-concept questionnaire by Dr.RajkumarSarawat.
- (2) Educational aspiration scale by Dr. V.P Sarma and Dr.Anuradha Gupta. (3) Sinha's comprehensive anxiety test by A.K.P Sinha and L.N.K Sinha.
- (4) Matriculation marks for academic achievement.

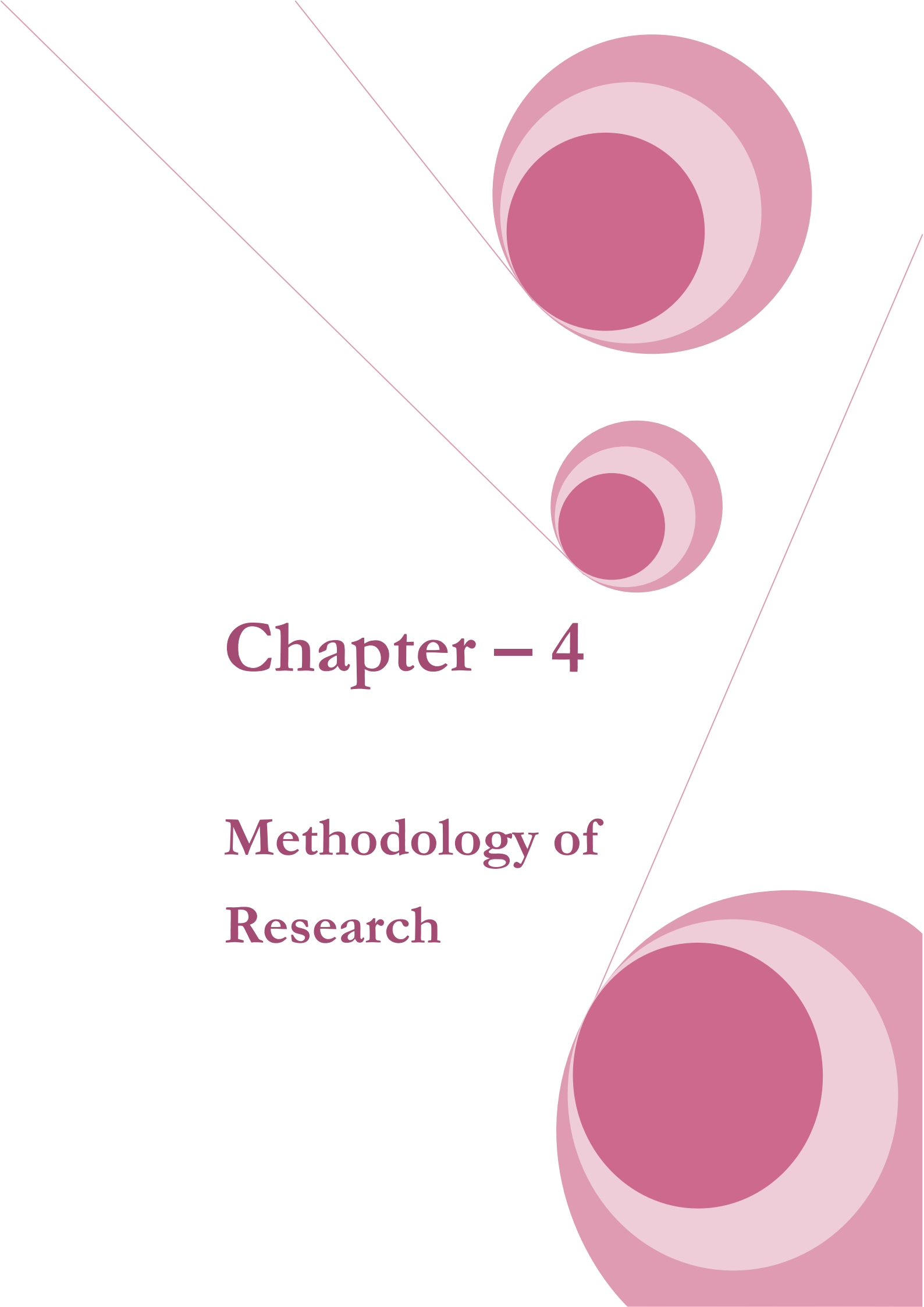
Statistical techniques used in the study. (1) Mean ,SD, t –value, correlation & graphs.

The findings of the Study.

- (1)It was found that the self-concept of government school students was higher than that of non-government schools of but not significant. Government schools boys had better self-concept than that of non-government schools boys and girls respectively.
- (2) Level of aspiration of both the school's students (govt. and non govt.) was almost similar. However, govt. school students were found a bit higher.
- (3) Comparison between the non govt. boys students and non govt. girls students showed that both had equal level of aspiration.
- (4) Comparison of both the schools boys anxiety level showed that non govt. schools boys had higher anxiety level which was significant at 0.5 level.
- (5) Non-govt. school boys' students had higher academic achievement than the non-govt. school girls students.

3.4 Conclusion

This chapter present review of related literature on the topics related with the researcher's topic. These studies provided and insight in to various concepts and made the researcher comprehend her topic batter.

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Chapter – 4

Methodology of Research

Chapter – 4

Methodology of Research

4.0 Introduction

This chapter is of much importance in the research study as it gives an idea about the methodology used by the researcher. In this chapter the researcher described the design of the study sample, population and tools used. The researcher also describes in this chapter the process of preparation of tools and their validation.

4.1 Research Design

The present study is **Descriptive type** as the researcher presents the information about the schools of Rural and Urban area.

4.2 Research Type

This study is a **Survey** type study. Survey is an important part of research study. The aim of the study is to be obtaining data from the selected size of the sample of the population of study.

4.3 Population of the Study

All the Government Secondary schools of Mehsana District constituted the population of the study.

4.4 Sample of the Study and Sampling Procedure

Selected six schools of Mehsana district.. Selection of the sample was done by convenient sampling. In this study the researcher selected three Government schools from rural area and three Government Schools from urban area. After selecting the schools, the researcher randomly selected 10 students from classes 8th, 9th and 10th. Thus 30 students from each class were selected total sample of students of rural area is 90 and total sample of students of urban area is 90.

Convenient Sampling

The researcher has selected three schools in rural areas and three schools in urban areas. This sampling is convenient sampling as the researcher selected the schools where she easily got permission.

List of selected six Schools.

Rural Area		
Sr. No	Name of the schools.	Name of the village
1	M. J chaudharykisanBharti Higher Secondary Vidhyalaya, Mevad.	MEVAD
2	SMT K.S.T SaraswatiVidhyalaya, Sametra	SAMETRA
3	Ba. J chaudharySonalVidhyalaya, Boriavi.	BORIAVI
Urban Area		
Sr. No	Name of the schools.	Name of city.
1	Shree. J. M chaudharySarvajanikVidhyalaya, Mehsana.	MEHSANA
2	VardamanVidhyalaya, Mehsana.	MEHSANA
3	Shri S. V Shah VidhyaVihar, Mehsana.	MEHSANA

4.5 Tools for the Data Collection

There are different types of tools can be used for the data collection in survey method. The researcher selected tools very carefully for collecting data for the research on hand. The researcher used Questionnaire for students and for Principals. The researcher also used Observation schedule, Check-list and documentary Survey.

1. Questionnaire for Students.
2. Questionnaire for Principal.
3. Observation Schedule
4. Check- list.
5. Documentary Survey.

Questionnaire for Students

The researcher selected this tool for the students keeping in the mind the objectives. The researcher wanted to know about the schools and the teachers' method of teaching, use of teaching aids and the other things from the students. So the researcher prepared questions for the students according to their understanding level. The researcher prepared close ended questionnaire for the students and the number of question is 15.

Questionnaire for Principals

The researcher prepared this tool for Principals to know about the school, about teachers and also about the relation between teachers and students. The researcher also wanted to know the area of playground, classrooms in the schools, about books in library and co-curricular activities and other things. The researcher prepared open ended questionnaire and the researcher prepared 12 questions for Principals.

Observation Schedule

The researcher prepared the observation schedule to know about the teaching learning process of the teachers. Through the observation schedule the researcher also knew the content knowledge, use of teaching aids and other things. The researcher used the tool observation schedule for herself to collect the data.

Check- list

The researcher used the check list to check the infrastructure of the schools.

Tool Construction

Step -1

After studying many educational journal and discussions with academicians, the researcher prepared Questionnaire for students and principals and the researcher also prepared Observation schedule and Check-list.

Step-2

Then the researcher showed the Questionnaires, Observation schedule and Check-list to her guide. She gave some suggestions which were incorporated and questions were modified.

Step – 3

Then the researcher showed the tools to some experts. The suggestions given by them were incorporated. All the tools were modified and finalized. Then guide finalized the tools for data collection.

4.6 Data Collection

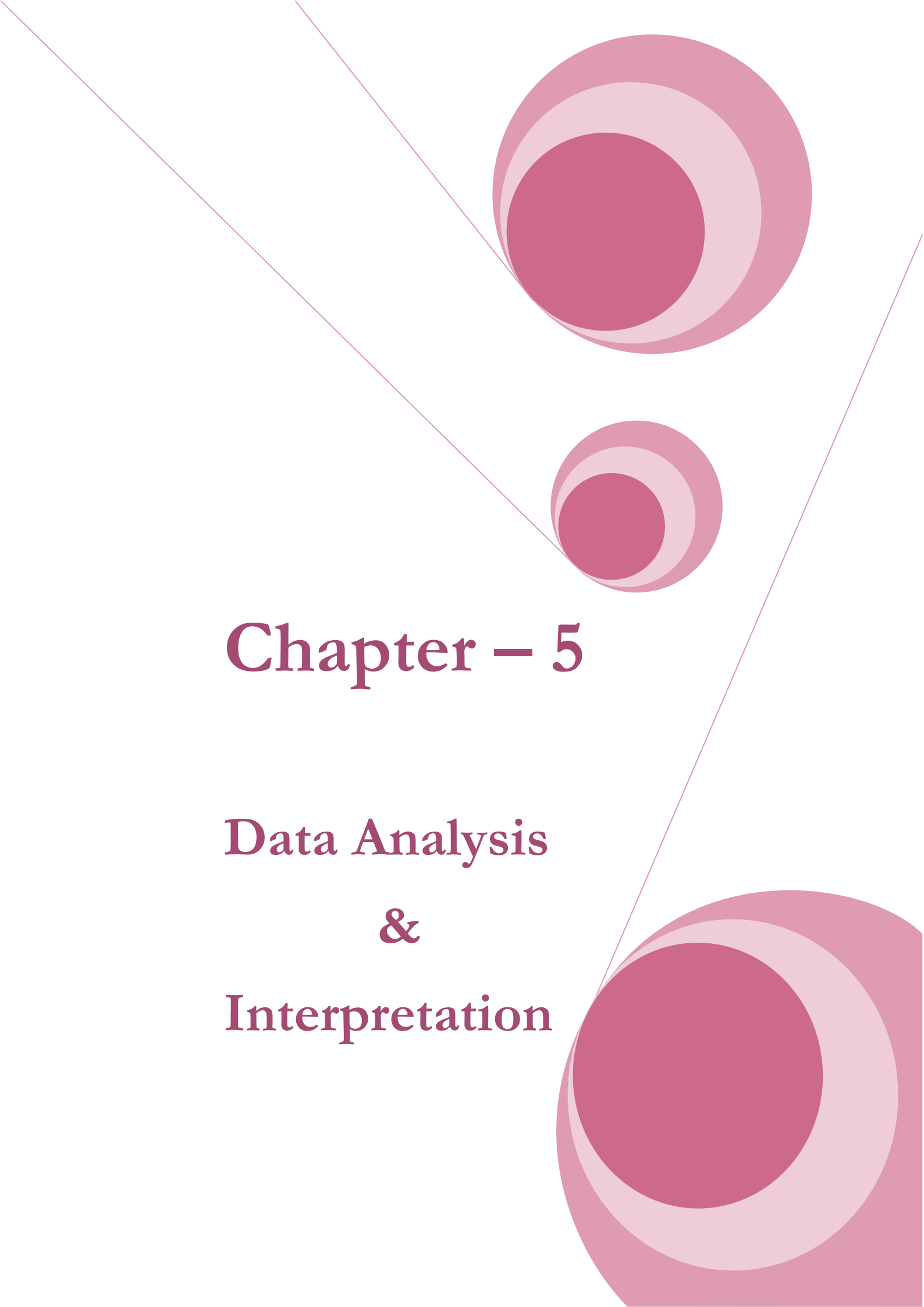
- The researcher went to the six schools of the Mehsana, District, and got permission from the school Principals of all six schools. After getting permission, the researcher gave the questionnaire to the students and told them to fill the questionnaire.
- The researcher also gave questionnaire to the principal. The researcher requested the Principals to fill the Questionnaire.
- Then the researcher also took permission from the teachers to observe their lessons and then the researcher observed the six session of the 8th, 9th and 10th class in the each school of the selected schools. The researcher observed sessions from each school. 18 lessons from rural and 18 from urban schools.
- The researcher also checked infrastructure of all the six schools by using Check list.
- The researcher also got information about teachers' qualification through the documentary survey. The researcher took the help of register of the each school to get this.
- The researcher also got information about cultural activities, co-curricular activities, literary activities and sports activities held in the school through the documentary survey.

4.7 Data Analysis

The collected Data is analyzed using content analysis method and percentage analysis.

4.8 Conclusion

Thus, in this chapter the researcher presented how she has planned Questionnaires, observation schedule and checklist and how she collected information from principals, students and the clerks. The next chapter deals with the analysis and interpretation of data collected through various tools.

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Chapter – 5

Data Analysis & Interpretation

Chapter – 5

Data Analysis and Interpretation

5.0 Introduction

This chapter presents the collected data in the form of tables to make analysis of results and interpretation and objectives reliable. The fifth chapter includes data analysis and interpretation of the obtained data of questionnaire for students, Questionnaire for Principal, Observation Schedule for researcher to observe the teaching learning process of teachers, check list to check the infrastructure, teachers' qualification and documentary survey of all the schools. The data is prepared in Tables after each Table the researcher has presented the interpretation of that Table in percentages. In this chapter, the researcher has also prepared pie chart for data interpretation. This chapter should bring the readers close as reasonable to the original data and experiences of the study.

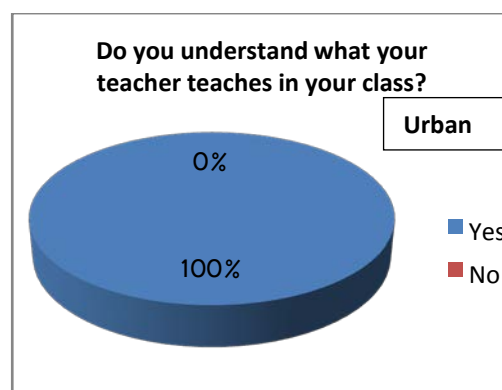
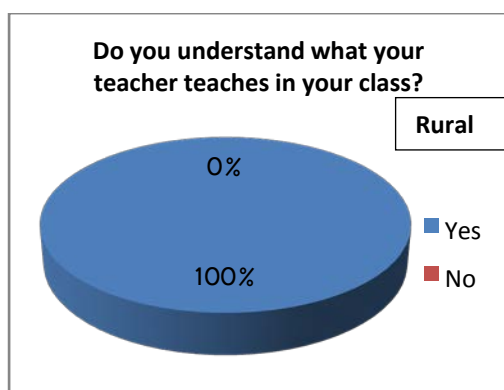
Table – 1

Questionnaire for Students

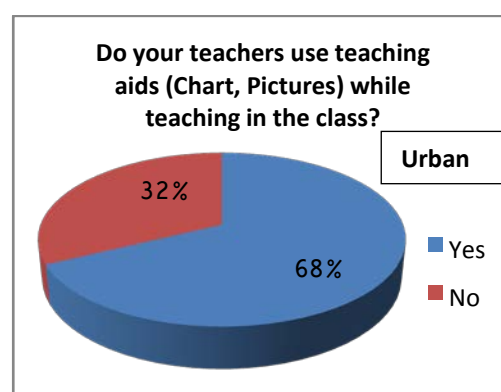
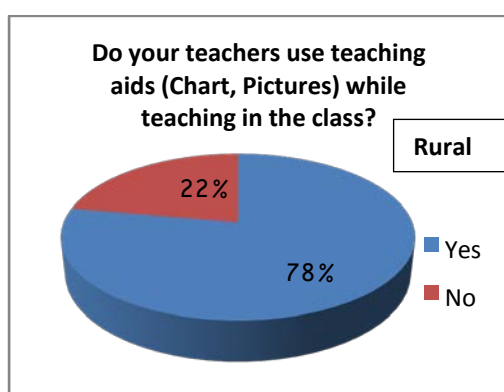
Percentage of three Rural and Urban schools of Answering of “YES”.

No.	Questions for students	Students of Rural schools answering “YES”	Students of Urban schools answering “YES”
1	Do you understand what your teacher teaches in your class?	100%	100%
2	Do your teachers use teaching aids (Chart, Pictures) while teaching in the class?	77.7%	52.2%
3	Do your teachers punish you in the class?	41.1%	67.7%
4	Is there a lot of noise in your class most of the time?	33.3%	48.8%
5	Do your teachers give you examples related to the topic while teaching?	97.7%	93.3%
6	Are there co-curricular activities (essay writing, group discussion) organized in your class?	98.8%	98.8%
7	Do your teachers asking questions while teaching?	83%	78.8%
8	Does your teacher give you reinforcement after your answer?	75%	77.7%
9	Do your teachers give you negative reinforcement (No, Wrong answer, Sit-down) after your answer?	51%	76.6%
10	Do your teachers experiments in Science Subject while teaching?	88.8%	85.5%
11	Do your teachers use map and globe while teaching Social Studies?	63%	56.6%
12	Do your teachers take test In any subjects?	86.6%	62.2%
13	Do you go in computer lab in your computer period?	84.16%	83.3%
14	Does your teacher motivate you to participate in activities?	90.9%	82.2%

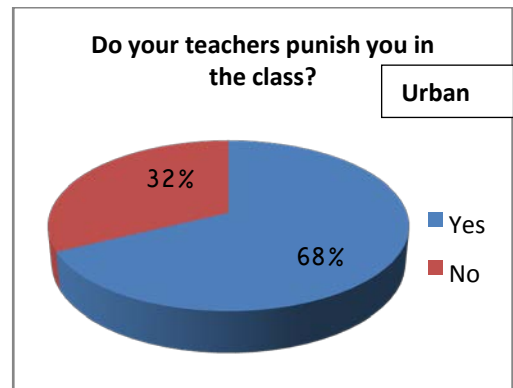
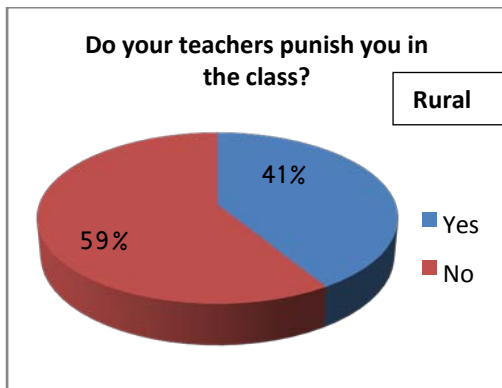
5.1 Data Analysis and interpretation of Table - 1



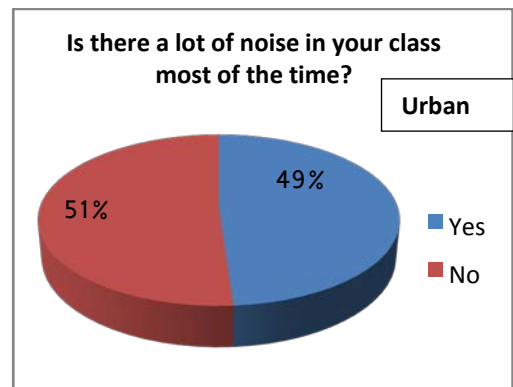
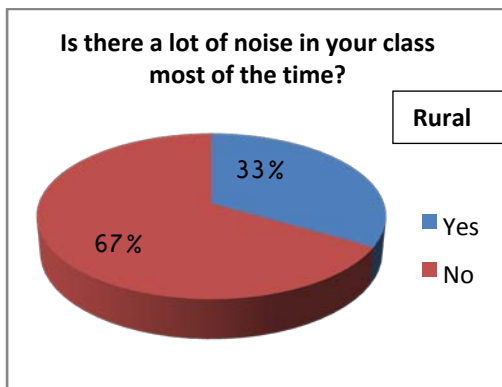
100% students of both Rural and Urban area schools stated they understand what the teacher teaches in the class.



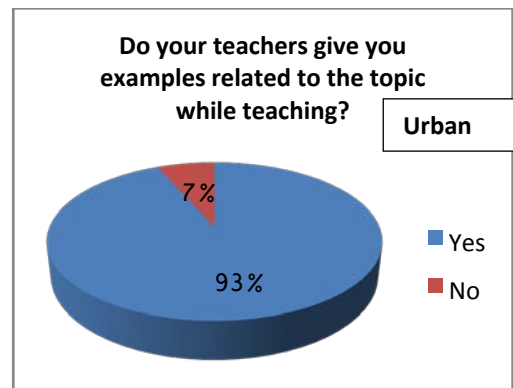
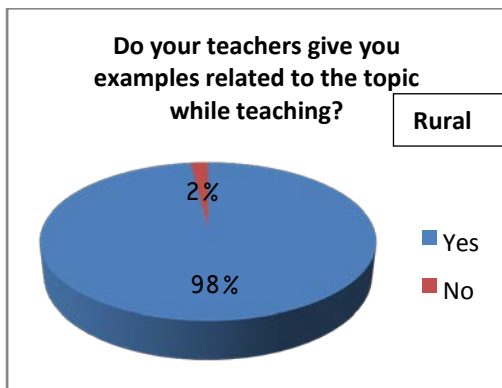
78% students of Rural area schools stated that teacher use teaching aids whereas 51% students of urban area schools stated that.



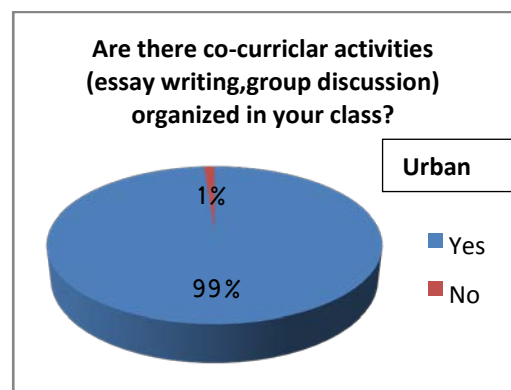
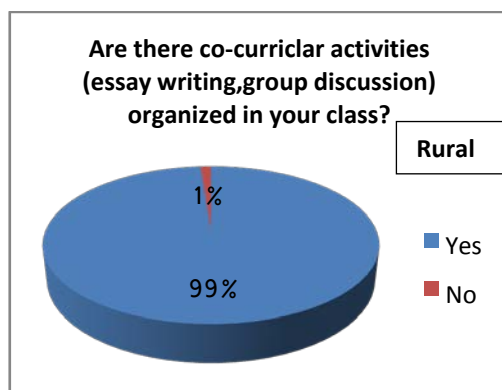
40% students of Rural area schools stated that their teacher punish them in the class whereas in Urban area schools 68% students say that.



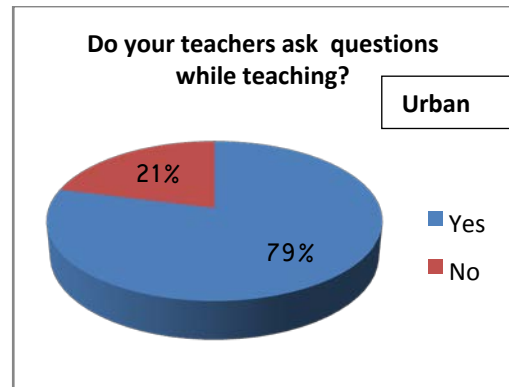
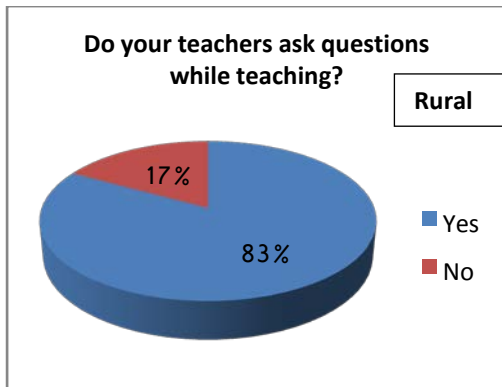
32% students of Rural area schools say that there is a lot of noise in their class most of the time and in Urban area schools 49% students stated that.



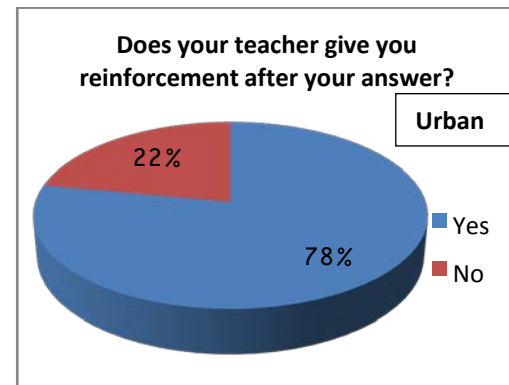
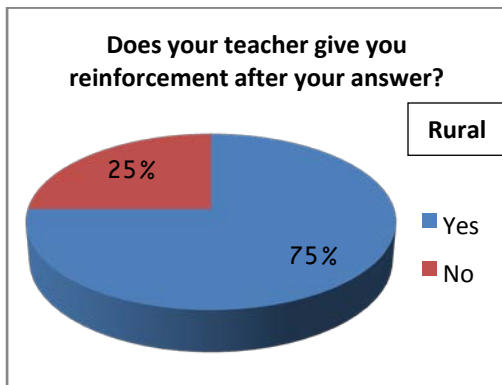
98% student of Rural area schools stated that teachers give examples related to the topic while teaching whereas in Urban area schools 92% students stated that.



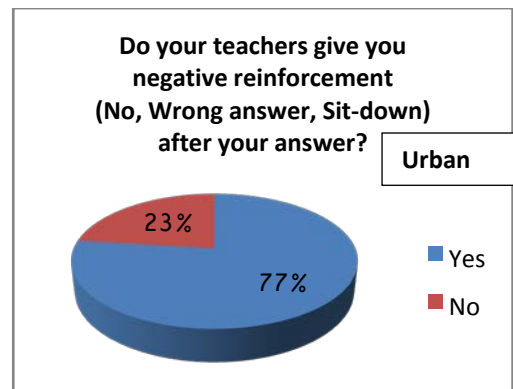
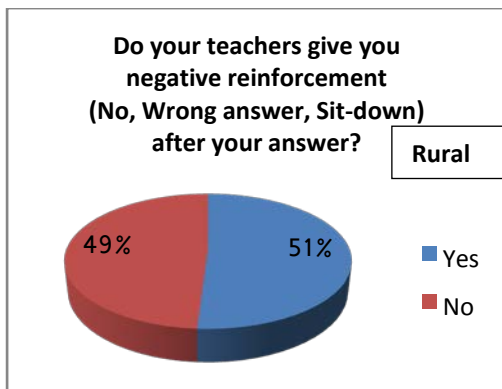
99% students of both Rural and Urban area schools stated that there are co-curricular activities organized in the school.



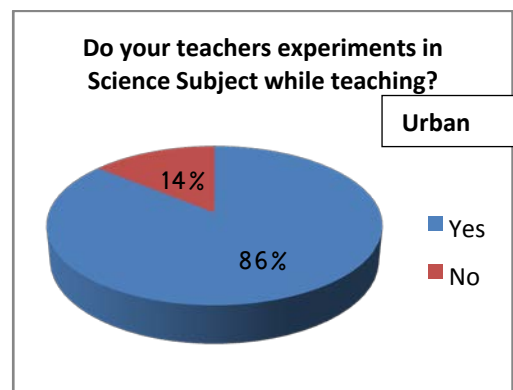
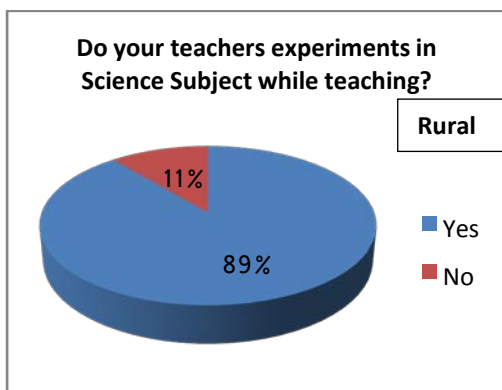
83% students of rural area schools stated that teachers ask questions while teaching whereas in urban area schools 79% students say that.



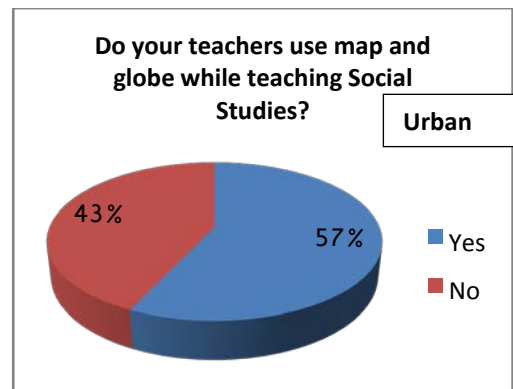
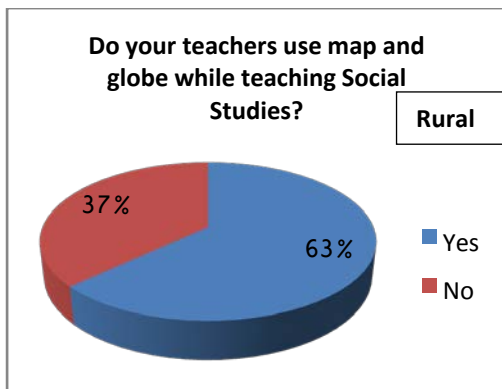
75% students of rural area schools stated that the teacher give reinforcement after their answer whereas in Urban area schools 78% students stated that.



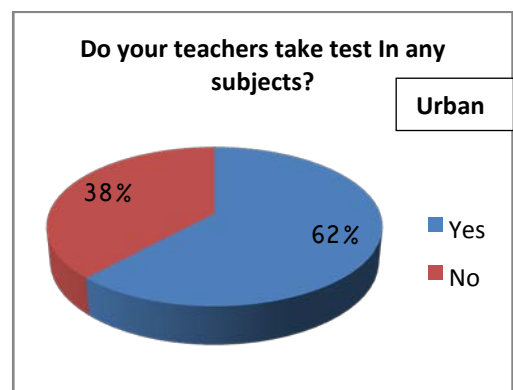
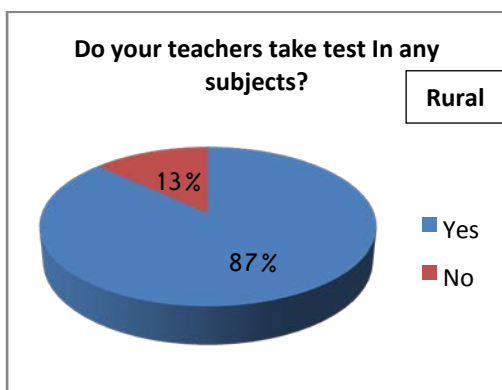
51% students of rural area schools stated that teachers give negative reinforcement after their answer whereas in urban area schools 77% students stated that.



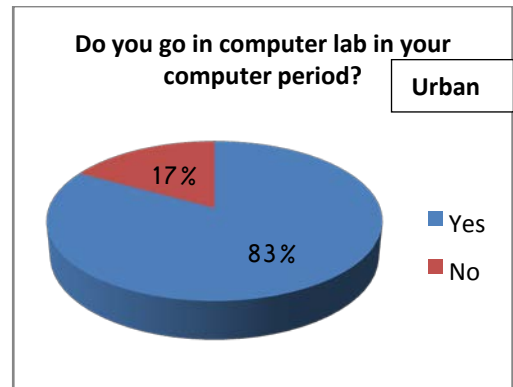
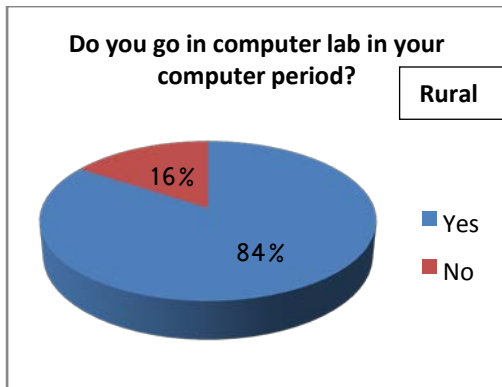
89% students of Rural area schools stated that teachers experiments in science subject while teaching whereas in Urban area schools 84% students stated that.



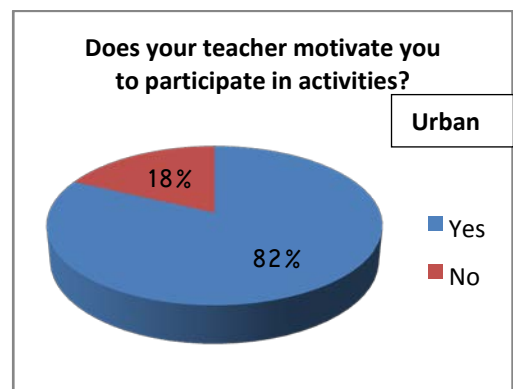
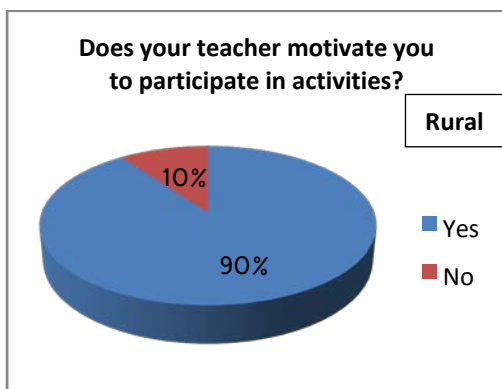
63% students of Rural area schools stated that teachers use map and globe while teaching social science whereas in Urban area schools 57% students stated that.



87% students of Rural area schools stated that teachers take test in any subject whereas in Urban area schools 61% students stated that.



85% students of Rural area schools stated that they go in the computer lab in their computer period whereas in Urban area schools 82% students stated that.



100 % students of Rural area schools stated that teacher motivate them to participate in the activities whereas in Urban area school 81% students stated that.

Table -2

Observation schedule of both RURAL and URBAN schools.

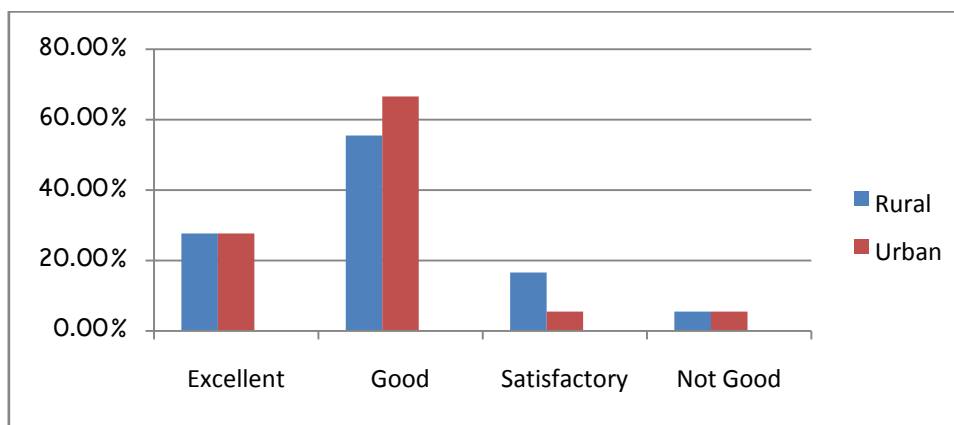
Que. 1	Content knowledge of the teacher was	Percentage of Rural schools.	Percentage of Urban schools.
1	Excellent	27.7%	27.7%
2	Good	55.5%	66.6%
3	Satisfactory	16.6%	5.5%
4	Not good	5.5%	5.5%
Que. 2	The teacher did Black Board Work	Percentage of Rural schools.	Percentage of Urban schools.
1	Most appropriately	16.6%	11.1%
2	Appropriately	22.2%	38.8%
3	Use	50%	33.3%
4	Not use	11.1%	16.6%
Que. 3	The teacher use teaching aids	Percentage of Rural schools.	Percentage of Urban schools.
1	Most appropriately	5.5%	16.6%
2	Appropriately	5.5%	11.1%
3	Use	5.5%	5.5%
4	Not use	94.4%	72.2%
Que. 4	The teacher manage the class	Percentage of Rural schools.	Percentage of Urban schools.
1	Very good	21%	10%
2	Good	71%	82%

3	Satisfactory	5.5%	5.5%
4	Not manage	5.5%	5.5%
Que. 5	The teacher gave examples while teaching	Percentage of Rural schools.	Percentage of Urban schools.
1	Many	32%	39%
2	Some	50%	50%
3	No examples	15%	10%
Que. 6	The classroom interaction was	Percentage of Rural schools.	Percentage of Urban schools.
1	Very good	5.5%	10%
2	Good	50%	71%
3	Satisfactory	43%	32%
4	Not satisfactory	5.5%	5.5%

Que. 7	The teacher's personal presence was	Percentage of Rural schools.	Percentage of Urban schools.
1	Excellent	10%	10%
2	Good	78%	71%
3	Satisfactory	10%	17%
4	Not satisfactory	5.5%	5.5%
Que. 8	The teachers used method while teaching was	Percentage of Rural schools.	Percentage of Urban schools.
1	Very good	27.7%	27.7%
2	Good	55.5%	66.6%
3	Satisfactory	16.6%	5.5%
4	Not satisfactory	5.5%	5.5%

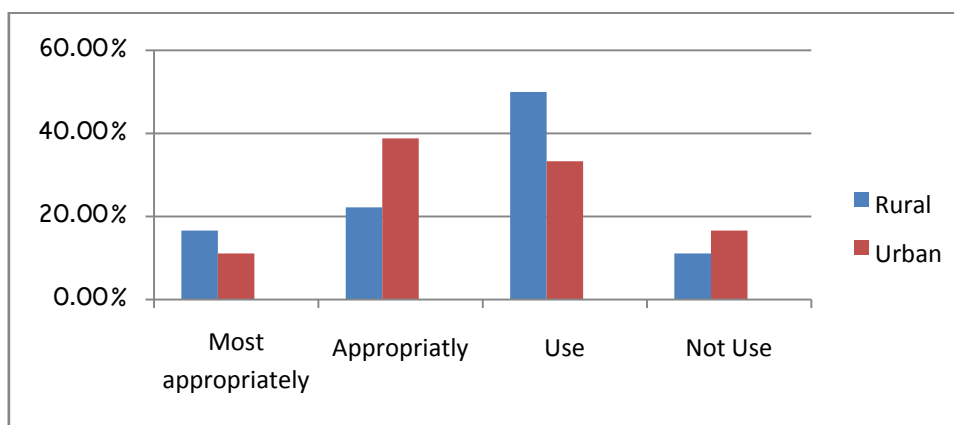
5.2 Data Analysis and Interpretation of Table -2

Que.-1 Content knowledge of the teachers was



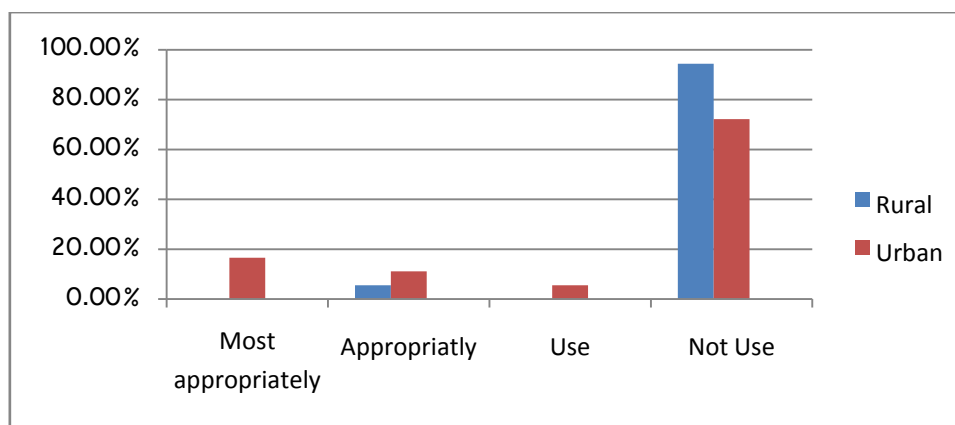
Of all the classes observed, the researcher found that the content knowledge of the teachers of 28% classes was excellent in both Rural and Urban schools. 54% classes good in Rural schools and 67% classes in Urban schools. 17% classes were satisfactory in Rural schools and 5% classes was in Urban schools. In both Rural and Urban schools the content knowledge of the teacher's was 5% classes was not good.

Que.-2 Teachers did Black board work



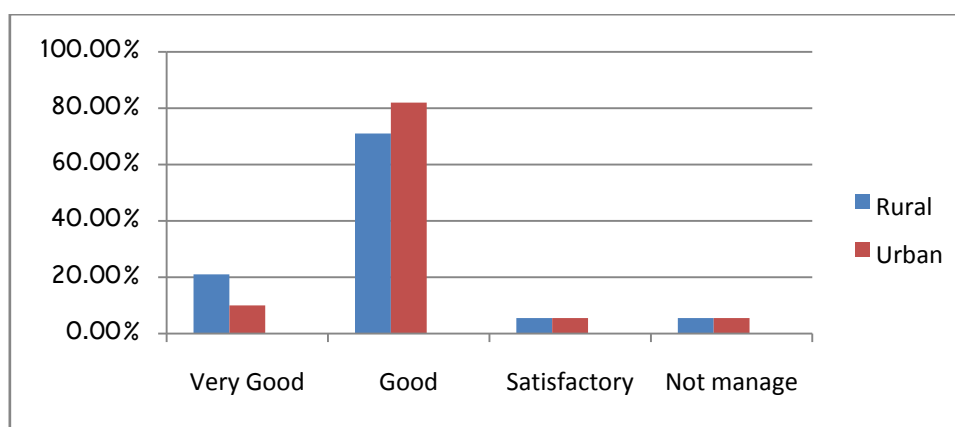
Of all the classes observed, the researcher found that in classes a black board work was done 17% most appropriately in rural schools and 10% in urban schools. 21%appropriatly in rural schools and 39% in urban schools. in 50% classes black board was used in Rural schools and 32% classes in Urban schools. In Rural schools in 10% classes black board was not used and in urban schools in 17% classes black board was not used.

Que.-3 Teachers used teaching aids



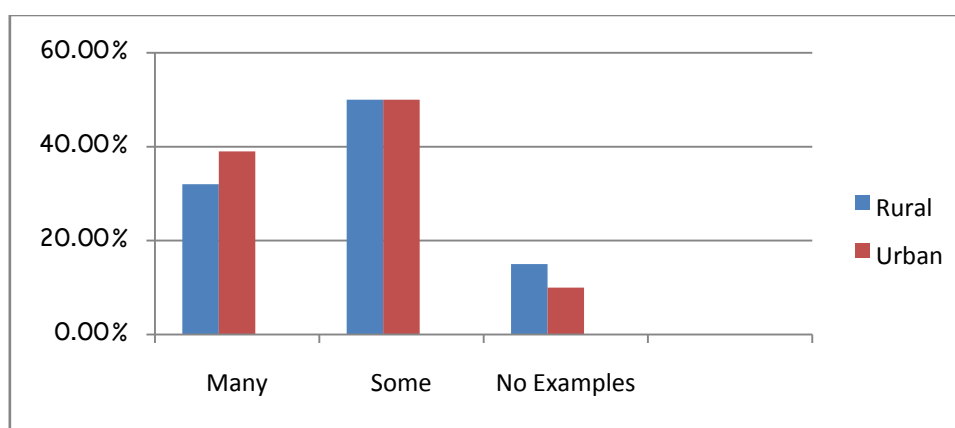
Of all the classes observed, the researcher found that the teaching aids was used by teachers in 5% classes most appropriately in Rural schools and 17% classes in Urban schools. 5% classes appropriately in Rural schools and 10% classes in Urban schools. In 5% classes teaching aids were used in Rural schools and 5% in Urban schools. In Rural schools 94% classes teachers were not use teaching aids and in Urban schools 71% teachers were not used.

Que.-4 Teachers managed the class



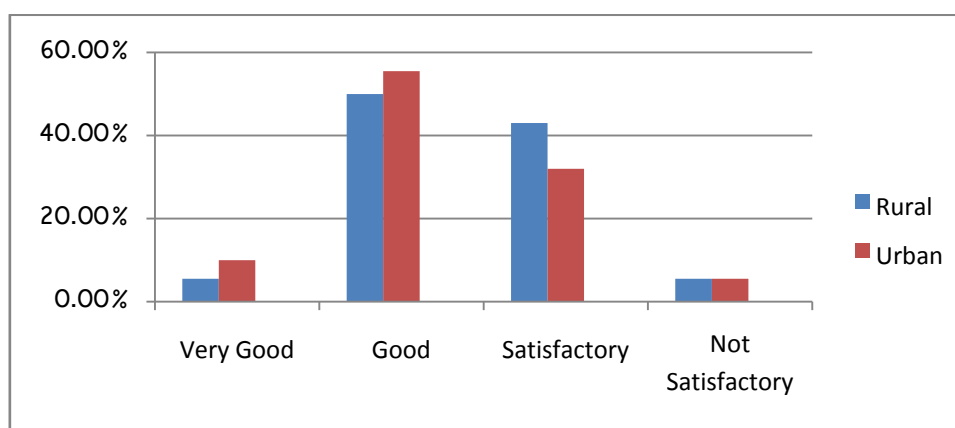
Of all the classes observed, the researcher found that the teachers managed the classes 21% very good in Rural schools and 10% in Urban schools. 71% good in rural schools and 82 % in urban schools. In both rural and urban schools teachers managed the class 5 % satisfactory. In both rural and urban schools teachers not managed the class 5%.

Que.-5 Teachers gave examples while teaching



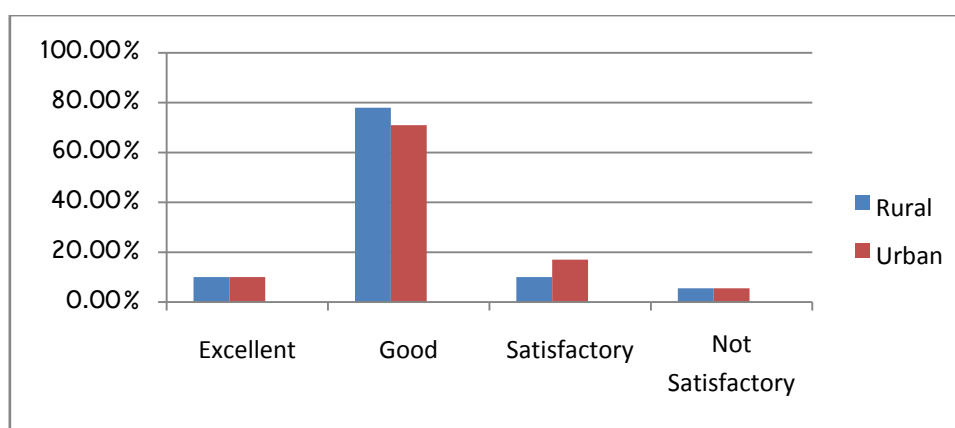
Of all the classes observed, the researcher found that teachers gave examples while teaching, in 32% classes' teachers gave many in rural schools and 39% in urban schools. In 50% classes teachers gave some examples while teaching in rural area and 39% in urban area. And in 15% classes teachers did not gave examples while teaching in rural area and 10% in urban area.

Que.-6 Classroom Interaction was



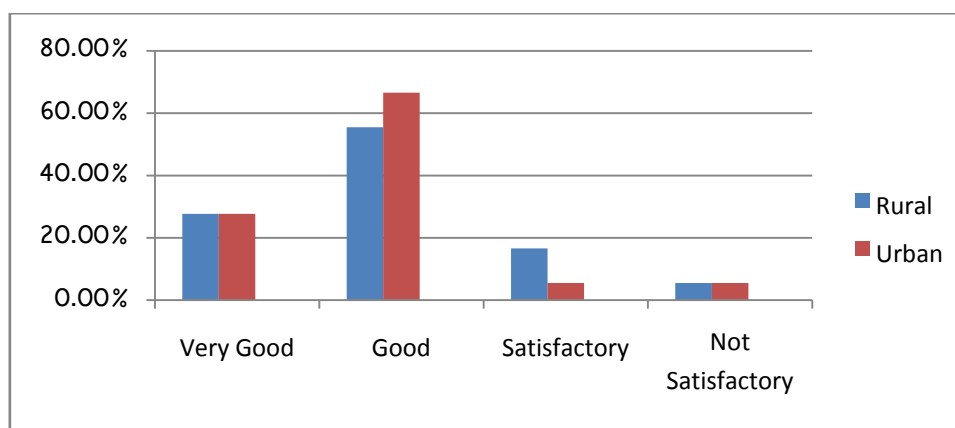
Of all the classes observed, the researcher found that the classroom interaction in 5% classes was very good in Rural schools and 10% in Urban schools. In 50% classes good in rural schools and 71 % in urban schools. In rural schools the classroom interaction of 43% classes was satisfactory and 32% in urban schools. In both rural and urban schools the classroom interaction of 5% classes was not satisfactory.

Que.-7 Teacher's Personal Presence was



Of all the classes observed the researcher found that teacher's personal presence in the 10% classes was excellent in both the Rural and Urban schools. In 78% classes' personal presence of teachers was good in rural schools and 71% in urban schools. In 10% classes' personal presence of teachers was satisfactory in rural schools and 17% satisfactory in urban schools. In both rural and urban schools the personal presence of the teacher was 5% classes was not satisfactory.

Que.-8 Teachers used method while teaching was



Of all the classes observed the researcher found that teachers in 28% classes was used teaching method was very good in both the Rural and Urban schools. In 55% classes was used method was good in rural area schools and 67% in urban area schools. In 17% classes was used teaching method was satisfactory in rural area schools and 5% in urban area schools. In both rural and urban area schools the use of method while teaching in 5% classes was not satisfactory.

Table – 3

Questionnaire for Principals

Questions For Principal		Answers of Principals of RURAL Schools		Answers of Principals of URBAN Schools	
		Average no		Average no	
1	How many classrooms are there in the schools?	7		12.33	
2	What is the area of the playground in your school?	4198.6667sq.meter		19453.815sq.meter	
3	How many computers are there in the computer lab?	17		82	
4	How many books are there in the library in your school?	4166 Books		10 thousand	
5	Has the language lab the equipment like mike, head phone or projector?	1	no	4	no
		2	no	5	no
		3	no	6	no

6	Has the science lab all the necessary apparatus and equipment?	1	Limited equipment	4	Having all the equipment
		2	Limited equipment	5	Having necessary equipment.
		3	Limited equipment	6	Science lab having most of the equipment.
7	How many teachers are trained?	7.3			21.3
8	Do the teachers use innovative methods for teaching?	1	Yes	4	Yes
		2	Yes	5	Yes
		3	Yes	6	Yes
9	Do the teachers prepare teaching aids to teach the students?	1	Yes	4	Yes
		2	Yes	5	Yes
		3	Yes	6	Yes
10	Do the students participate in the classroom activities enthusiastically?	1	Many students participate.	4	Many students participate
		2	Many students participate	5	Many students participate
		3	Many students participate	6	Many students participate
	Do the students participate in the co-curricular activities	1	Few students take part.	4	Few students take part.

11	enthusiastically?	2	Few students take part.	5	Few students take part.
		3	Few students take part.	6	Few students take part.
12	Is there good relation between teachers and students?	1	Relation between students and teachers is good.	4	Relation between students and teachers are not good because the classes are crowded
		2	Yes, they have good relation between students and teachers.	5	Good relation because students and teachers are familiar with each other.
		3	Relation between students and teachers is good.	6	Not very close relation.

5.3 Interpretation of Table - 3

Que. 1 How many classrooms are there in the schools?

The average no. of classroom in rural area schools is 7 whereas in urban area schools the no. of classrooms is 12.33.

Que. 2 What is the area of the playground in your school?

The average area of playground in rural area schools is 4198.6667sq.meter whereas in urban area the area of playground is 19453.815sq.meter.

Que. 3 How many computers are there in the computer lab?

The average no. of computers in rural area schools is 17 whereas in urban area schools the no. of computer is 82.

Que. 4 How many books are there in the library in your school?

The average no. of books in rural area schools is 4166.6667 thousand whereas in urban area schools the no. of books is 100000 thousand.

Que. 5 Has the language lab the equipment like mike, head phone or projector?

In both rural and urban area schools they don't have language lab.

Que. 6 Has the science lab all the necessary apparatus and equipment?

In rural areas there are limited equipment related to science and in urban areas all the schools have necessary equipment.

Que. 7 How many teachers are trained?

The average no. of teachers trained in rural areas schools is 7 whereas in urban areas schools the no. of teachers is 21.

Que. 8 Do the teachers use innovative methods for teaching?

In both rural and urban areas schools teachers use innovative methods for teaching.

Que. 9 Do the teachers prepare teaching aids to teach the students?

In both the rural and urban areas schools the teachers prepare teaching aids to teach the students.

Que. 10 Do the students participate in the classroom activities enthusiastically?

In both the rural and urban areas schools the principal say that many students participate in the classroom activities enthusiastically.

Que. 11 Do the students participate in the co-curricular activities enthusiastically?

In both rural and urban areas schools only some students participate in the co-curricular activities enthusiastically.

Que. 12 Is there good relation between teachers and students?

In rural areas in all the schools the students and teacher have good relation. In urban areas 66% schools there is not good relation between students and teachers. In 33% schools of urban areas there is good relation between teachers and students.

Table – 4**Check-list to check the Infrastructure of the Schools****Percentage of Rural Schools and Urban Schools**

Sr. No.		Rural	Urban
		Percentage of Yes	Percentage of Yes
1	The school has playground.	100%	100%
2	The school has enough classrooms.	100%	100%
3	The school has one computer lab.	100%	100%
4	The school has good library.	68%	100%
5	The school has an assembly hall.	32%	100%
6	The school has one science lab.	68%	100%
7	The school has black board in every class.	100%	100%
8	This school has comfortable furniture for students.	68%	100%
9	The school has qualified staff.	100%	100%
10	The school has one language lab.	0%	0%
11	The school has good displays.	0%	32%
12	The school has musical instruments for assembly.	68%	100%
13	The school has toilets for students.	100%	100%
14	The school has good sports equipment.	100%	100%

5.4 Interpretation of Table – 4

1. The school has playground.

The researcher observed that all schools in rural and urban areas have playground.

2. The school has enough classrooms.

The researcher observed that all schools in rural and urban area have enough classrooms

3. The school has one computer lab.

The researcher observed that all schools in rural and urban area have one computer lab.

4. The school has good library.

In rural area 68% schools have good library whereas in urban area all the schools have good library.

5. The school has an assembly hall.

In rural area 32% schools have an assembly hall whereas in urban area all the schools have assembly hall.

6. The school has one science lab.

In rural area 68% schools have science lab whereas in urban area all the schools have science lab

7. The school has black board in every class.

The researcher observed that all schools in rural and urban areas have black board in every class.

8. This school has comfortable furniture for students.

In rural area 68% schools have comfortable furniture for students whereas in urban area all the schools comfortable furniture for students.

9. The school has qualified staff.

The researcher observed that all schools in rural and urban areas have qualified staff.

10. The school has one language lab.

The researcher observed that all schools in rural and urban areas don't have language lab.

11. The school has good displays.

In rural area schools don't have good displays whereas in urban area 32% schools have good displays.

12. The school has musical instruments for assembly.

In rural area 68% schools have musical instruments for assembly whereas in urban area all the schools have musical instruments for assembly.

13. The school has toilets for students.

The researcher observed that all schools in rural and urban areas have toilets for the students.

14. The school has good sports equipment.

The researcher observed that all schools in rural and urban areas have good sports equipment.

Table - 5

5.5 Record of Teachers Qualifications through documentary Assistance

Rural	B.A B.Ed	M.A B.Ed	B.SC B.Ed	M.SC B.Ed	Other Degrees
Total = (22)	6 Teachers	8 Teachers	3 Teachers	2 Teachers	B.R.S B.Ed(2 teachers)
					B.A ATD(1 teacher)
Urban	5 Teachers	34 Teachers	6 Teachers	12 Teachers	1 (Drawing Teacher)
Total = (64)					1 (Vyayam Teacher)
					(D.A.M.A)
					1 (Art Teacher)
					1 (Ph.D)
					1 (M.Ed)
					1 (A.T.D)

Through the observation of the registers maintained at the schools regarding Teachers' qualifications, the researcher got the following data.

Table -6

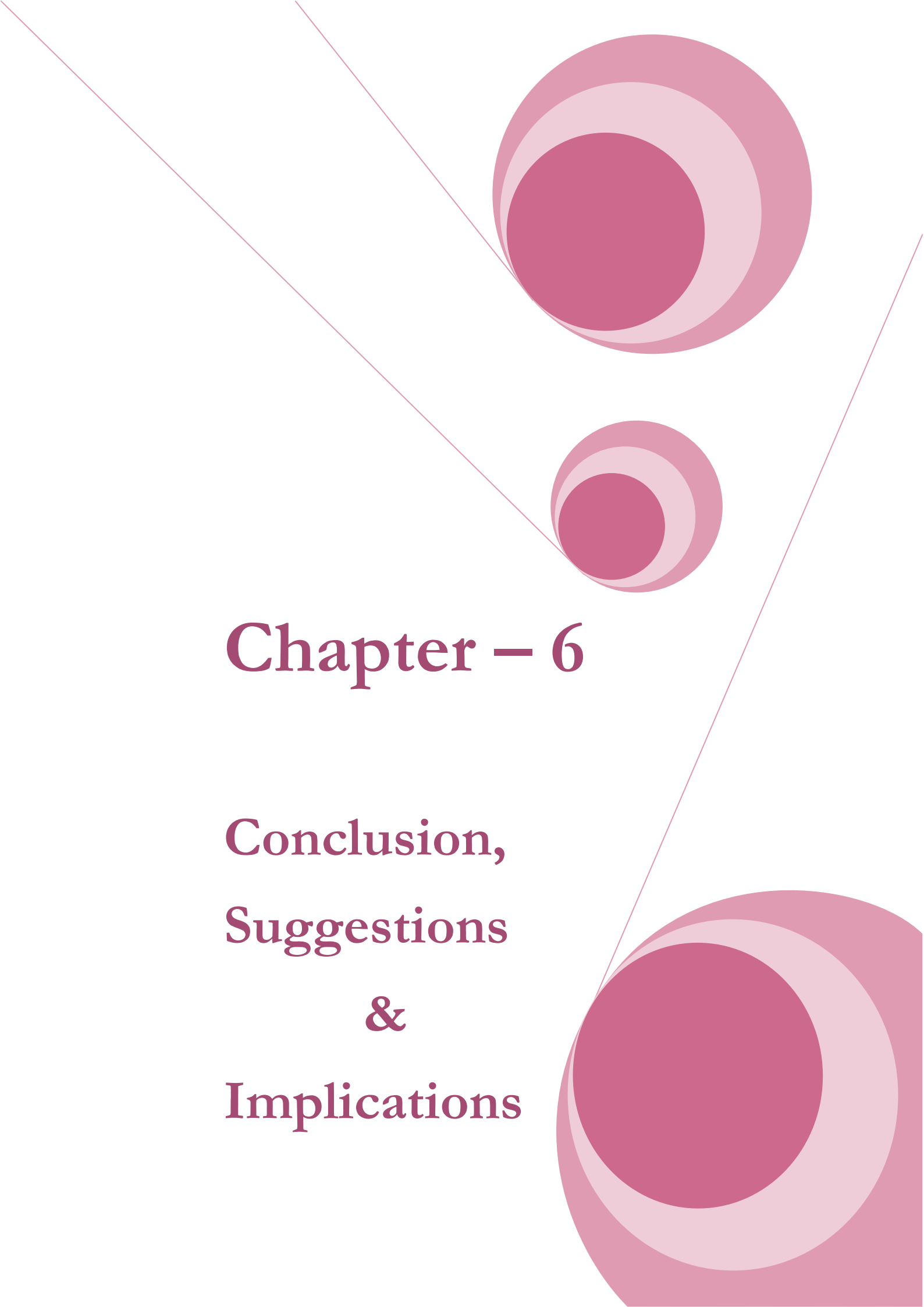
5.6 Documentary Survey

Literary Activities	Cultural Activities
Painting Elocution Hand Writing Essay Writing Paper Cutting	15 August Teacher's Day Navratri Rakshabandhan Republic Day Holi
Sports Activities	Any Others Activities
Kubaddi Volleyball Race Cricket	AIDS Day Hindi Day Environment Day Mehndi Competition Knotting the Hair

In both Rural and Urban areas Literary activities, Cultural activities, Sports activities and any other activities organized as per to the instruction of State Education Department.

Conclusion

In this Dissertation the researcher has learned that good analysis begins with good questions, representative participation, and careful interpretation of the data. In this chapter, the researcher tried her best to analyze data properly and interpret that accurately.

A decorative graphic on the right side of the page. It features three concentric circles in shades of pink and magenta. Two thin, dark pink diagonal lines intersect the circles. One line runs from the top left towards the bottom right, passing through the top-left edge of the largest circle and the bottom-left edge of the smallest circle. The other line runs from the top right towards the bottom left, passing through the top-right edge of the largest circle and the bottom-right edge of the smallest circle.

Chapter – 6

Conclusion, Suggestions & Implications

Chapter - 6

Conclusion, Suggestions and implications

6.0 Introduction

This present chapter is the last chapter of this study. In this chapter the researcher wrote the findings of the study from the analyzed data and arranged them according to the objectives of the study. It also brings out the significance of the study. The findings have been discussed in this chapter. The researcher compares the rural and urban government schools, their teaching, their facilities etc. on the basis of data analysis. And the researcher came to result and findings. The findings are as follows:

6.1 Findings of the Study/ Conclusion

On the basis of data analysis and interpretation, the researcher arrived at following conclusion:

1) Infrastructure

- Urban area schools have more classrooms, more computers, more books in library, more area of playground, more science equipments, more qualified teachers, more musical instruments and sport equipments. In both rural and urban areas schools don't have language lab.

2) Teaching- learning process

- Teachers of urban area schools have more content knowledge, give more examples, use new methods while teaching, manage the class well, classroom interaction is better than the teachers of rural area.
- Personal presence of the teachers of rural area schools is better than that of urban area schools.

- Teachers of urban area give negative reinforcement more than the teachers of rural area.
- Teachers of rural area schools ask more questions while teaching give more tests, use more teaching aids and also teachers motivate the students more than the urban area.

In both rural and urban areas

- The students of both the areas go to computer lab in computer period, teachers do experiments in Science subject, students participate in classroom activities, and few students participate in co-curricular activities.

3) Teachers' Qualifications

- In urban areas teachers are more qualified.(documentary survey).

4) Co-curricular Activities

- The co-curricular activities are organized in both the schools of rural and urban areas according to government directive. (Documentary survey).

5) Teacher- Student Relationship

- In the rural areas personal relation between teachers and students is better than in urban areas.

6.2 Implications of the Study

As observed by the researcher there is difference between Infrastructure and facilities of rural and urban area schools of secondary level. In rural area schools the researcher observed that there are less facilities in comparison to urban area schools. Rural area

schools have less qualified staff. There is no language lab in rural and urban area schools of secondary level. There is not much difference in teaching learning process of both rural and urban area schools of secondary level. In rural area schools relation between students and teachers are better. The researcher found that co-curricular activities are organized in both the schools of rural and urban area of secondary level.

India is known as a country of villages. Most of the population of the country stays in rural areas. People of rural areas are comparatively less prosperous but hard working. Through this study, this is clear that rural schools have less facility and less qualified teachers as well as they have less number of teachers but in teaching- learning process they are not much behind urban schools. With proper facilities, orientation and government initiative, rural schools can come at par with urban schools. Government, NGOs and Educationalists should pay attention to that. The country will develop when our rural population develops.

6.3 Suggestions for Further Studies

The researcher has observed government schools of rural and urban area of secondary level, there can be more studies on private schools also.

The researcher has delimited her study to Mehsana district. So there can be studies in other areas also

The study is done at the secondary level so there can be studies at Primary level also.

There can be studies at Higher Secondary level also.

Suggestions to Improve Rural Schools

Rural schools should be provided better infrastructure, better facilities, more teaching staff and more qualified teachers.

Suggestions to Improve Urban Schools

In urban schools teachers should have more cordial relations with students and they should refrain from using negative reinforcement and punishment.

6.4 Conclusion

Finally, the researcher got a new kind of experience during her research work. Her ability to face various problems was also developed. She learnt a lot from each and every moment of research work. The present study differentiates the situation of rural and urban area and the researcher found that in rural area schools have less infrastructure, facilities, less teachers etc. The researcher also observed the teaching learning process of teachers. There are so many teachers in rural area who really work hard for the students. At the end, the researcher came to know that there is not much difference in teaching learning process in both rural and urban area schools. If the facilities and other things are provided to rural area schools, then the rural area schools can do better in education.

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- ✚ www.innerwheelsschool.com/Education
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- ✚ <http://www.ideadutch.com>

Appendix - 1

Questionnaire for students

Name of the school :-

Rural / Urban:-

No.	Questions for students	YES	NO
1	Do you understand what your teacher teaches in your class?		
2	Do your teachers use teaching aids (Chart, Pictures) while teaching in the class?		
3	Do your teachers punish you in the class?		
4	Is there a lot of noise in your class most of the time?		
5	Do your teachers give you examples related to the topic while teaching?		
6	Are there co-curricular activities (essay writing, group discussion) organized in your class?		
7	Do your teachers asking questions while teaching?		
8	Does your teacher give you reinforcement after your answer?		
9	Do your teachers give you negative reinforcement (No, Wrong answer, Sit-down) after your answer?		
10	Do your teachers experiments in Science Subject while teaching?		
11	Do your teachers use map and globe while teaching Social Studies?		
12	Do your teachers take test In any subjects?		
13	Do you go in computer lab in your computer period?		
14	Does your teacher motivate you to participate in activities?		

પ્રશ્નાવલી

શાળા નુ નામ:-

ગ્રામ્ય અને શહેરી:-

પ્રિય બાળકો,

અહિ કેટલાક પશ્ચો છે જે ઉત્તર તમારે હા અથવા ના માં અપવાના છે. તમને જે જવાબ યોગ્ય લાગે તે ખાના માં ખરાનુ નિસાન કરો.

1. તમારા વર્ગખંડ માં જે પણ તમારા શિક્ષક ભણાવે છે તે તમે સમજી શકો છો ?
2. શુ તમારા શિક્ષકો ભણાવતિ વખતે વર્ગખંડમાં શૈક્ષણિક સાધનો જેવા કે (ચાર્ટ,ચિત્રો) નો ઉપયોગ કરેછે?
3. શુ તમારા શિક્ષકો તમને વર્ગ માં સજા કરે છે?
4. શુ તમારા વર્ગ માં હંમેશા વધું અવાજ થાય છે?
5. શુ તમારા શિક્ષકો વર્ગ માં ભણાવતિ વખતે વિષય વસ્તુ ને લગતા ઉદાહરનો આપે છે?
6. શુ તમારી શાળા માં સહઅભ્યાસિક પ્રવૃત્તિઓ જેવિકે (નિબંધ-લેખન,વાદ-વિવાદ,વકૃત્વ સ્પર્ધા) નુ આયોજન થાય છે?
7. શુ તમારા શિક્ષકો ભણાવતિ વખતે પ્રશ્નો પુછે છે?
8. શુ તમારા શિક્ષકો તમને પશ્ચનો પુછયા પછી પ્રોત્સાહન પુરુ પાડે છે?
9. શુ તમારા શિક્ષકો તમને પ્રશ્ન પુછયા પછી નકારાત્મક જેવા કે (નથી સારુ, ખોટો જવાબ, બેસી જા) આપે છે?
10. શુ તમારા શિક્ષકો તમને વિગ્યાન્ અધ્યાપન કાર્ય કરતિ વખતે પ્રયોગો કરાવે છે?
11. શુ તમારા શિક્ષકો સમાજવિદ્યા વિષય ભણાવતિ વખતે પુથ્વી ના ગોળા નો ઉપયોગ કરે છે?
12. શુ તમારા શિક્ષકો કોઇપણ વિષય માં કસોટી લે છે?
13. તમો તમારા કમ્પ્યુટર ના તાસ માં કમ્પ્યુટર લેબ માં જાઓ છો?
14. શુ તમારા શિક્ષકો તમને પ્રવૃત્તિઓ માં ભાગ લેવા માટે પ્રોત્સાહિત કરે છે?

હા	ના

Appendix - 2

Observation schedule

Que. 1	Content knowledge of the teacher was		
1	Excellent		
2	Good		
3	Satisfactory		
4	Not good		
Que. 2	The teacher did Black Board Work		
1	Most appropriately		
2	Appropriately		
3	Use		
4	Not use		
Que. 3	The teacher use teaching aids		
1	Most appropriately		
2	Appropriately		
3	Use		
4	Not use		
Que. 4	The teacher manage the class		
1	Very good		
2	Good		
3	Satisfactory		
4	Not manage		
Que. 5	The teacher gave examples while teaching		

1	Many		
2	Some		
3	No examples		
Que. 6	The classroom interaction was		
1	Very good		
2	Good		
3	Satisfactory		
4	Not satisfactory		

Que. 7	The teacher's personal presence was		
1	Excellent		
2	Good		
3	Satisfactory		
4	Not satisfactory		
Que. 8	The teachers used method while teaching was		
1	Very good		
2	Good		
3	Satisfactory		
4	Not satisfactory		

Appendix- 3

Questionnaire for Principals

Name of the School: -

Day & Date:-

Name of the Principal: -

Rural / Urban:-

Dear Principal,

The researcher wants to collect the data for her M.Ed. Dissertation. The researcher request you to fill answer the questions given in the questionnaire. The answer will be kept confidential & Used for only research purpose.

Yours Faithfully,

1. How many classrooms are there in the school?
2. What is the area of the playground in your school?
3. How many computers are there in the computer lab?
4. How many books are there in the library in your school?
5. Has the language lab the equipments like mike, head phone or projector?
6. Has the science lab all the necessary apparatus and equipments?

7. How many teachers are trained?
8. Do the teachers use innovative methods for teaching?
9. Do the teachers prepare teaching aids to teach the students?
10. Do the students participate in the classroom activities enthusiastically?
11. Do the students participate in the co-curricular activities enthusiastically?
12. Is there good relation between teachers and students?

Appendix - 4

Check List

No.		YES	NO
1	The school has playground.		
2	The school has enough classrooms.		
3	The school has one computer lab.		
4	The school has good library.		
5	The school has an assembly hall.		
6	The school has one science lab.		
7	The school has black board in every class.		
8	This school has comfortable furniture for students.		
9	The school has qualified staff.		
10	The school has one language lab.		
11	The school has good displays.		
12	The school has musical instruments for assembly.		
13	The school has toilets for students.		
14	The school has good sports equipment.		

Appendix – 5

Picture of Rural Area



Picture of Urban Area



Rural & Urban School

