



Status of Secondary School Education in Patna Municipal Corporation Area

- Shilima Kumari • Richa Raymond • Salma Khatoon
- Amrita Chowdhury

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Corresponding Author : Amrita Chowdhury

Abstract : Education plays an important role in the progress of an individual's mind and country. Secondary education is defined as education beyond the elementary grades, provided by a high school and is a crucial stage in the education hierarchy. Bihar has the lowest literacy rate in India, i.e., 63.82% and it is a big challenge before Bihar to spread education among masses. Amid this scenario, the present study aims towards making an in-depth assessment to find out the current status of secondary school education in Patna in general and that of the selected wards of PMC Area in particular on the basis of the parameters like teaching-learning

pattern, infrastructural facilities, learning resources and students' progression. The study has been carried out specifically in 20 schools situated in six municipal wards located in the two circles of PMC Area: New Capital and Bankipur respectively.

Key words: Secondary education, Teaching-learning process, Infrastructure, Learning resources, Students' progression.

Shilima Kumari

B.A. III year, Geography (Hons.), Session: 2012-2015,
Patna Women's College, Patna University, Patna,
Bihar, India

Richa Raymond

B.A. III year, Geography (Hons.), Session: 2012-2015,
Patna Women's College, Patna University, Patna,
Bihar, India

Salma Khatoon

B.A. III year, Geography (Hons.), Session: 2012-2015,
Patna Women's College, Patna University, Patna,
Bihar, India

Amrita Chowdhury

Asst. Prof., Department of Geography,
Patna Women's College, Bailey Road,
Patna – 800 001, Bihar, India
E-mail : amch21@rocketmail.com

Context and Background :

The term 'Education' literally refers to the mental and moral training process which enhances the intellectual health of an individual. It is the most important indicator of the human resource development (Goel & Goel, 2010). Education in its general sense is a form of learning in which the knowledge, skill, habits of a group of people are transferred from one generation to the next through teaching, training or research. In other words it refers to the knowledge required for rational thinking and the ability to differentiate between right and wrong. It is a ladder to climb out of poverty, exclusion, ignorance and oppression.

Secondary education may be defined as an education beyond the elementary grades, provided by a high school or college preparatory school. It is a crucial stage in the education hierarchy as it prepares a young learner for higher education and also for work (www.collonsdictionary.com. 2014). In India, according to the Census 2001, secondary education is meant for the learners of 14 to 18 years of age. The secondary education stage spanning from Class 6th to 10th is very vital as this is the period when the foundation for the future educational attainment and career building is provided to a learner. Unfortunately Bihar has the lowest literacy rate in India, i.e., 63.82% (Census of India, 2011). Thus, it is a big challenge before our state to spread education among masses and to improve the status of school education system.

Objectives :

The main objectives of the study are (i) to prepare a list of schools in the selected wards of PMC; (ii) to examine and evaluate the teaching-learning process, availability and utility of infrastructural and learning resources, and measures adopted for the progression and support of the learners in the schools under consideration; (iii) to observe the spatial variations, if any, regarding the applied parameters; and (iv) to suggest some measures of improvement.

Hypotheses :

The study is based on the working hypotheses that (i) the secondary schools of Patna lack innovative teaching-learning process; (ii) availability of infrastructural facilities and usage of learning resources is not up to the mark; and (iii) the overall performance of schools run by the Christian Missionaries and other private organizations under CBSE/ICSE boards is better than the government schools running under BSEB.

Methodology :

The methodology of the present study follows three distinct stages: (i) **Pre Field Survey** including collection of study materials, data and map; and preparation of questionnaire; (ii) **Field Survey** carried out in the 20 selected schools on the basis of questionnaire schedule and collection of primary data; and (iii) **Post Field Survey** including the compilation, tabulation, cartographic representation and analysis of primary data.

Study area :

Patna, the capital city of Bihar is located at the crossing of the co-ordinates of 25° 37' 2" N latitude and 85° 13' 2" E longitude; and is spread over an area of about 110 sq km. The city has a population of over 1.8 million (2011 Census) with an average density of 1132 persons/sq km. The Patna Municipal Corporation Area is divided into **72 wards** which are further arranged into **4 circles: New Capital, Bankipur, Kankarbagh and Patna City**. The present study has been precisely carried out in the **New Capital Circle (ward nos. 6, 8, 22 and 23)** and **Bankipur Circle (ward no 39 and 40)** of the PMC Area (**Figure – 1**).

Figure – 1
Patna Municipal Corporation Area:
Surveyed Wards and Circles



Secondary Education in Patna :

Patna, being the capital city of Bihar is the educational centre of the state and it has been one of the oldest centres of higher education in India. According to official statistics Patna has only 350 schools to cater to its 1.8 million people; the total number of school going children in the city being 3,50,000. Since the enrolment figures in the 350 government and aided schools add up to 1, 00,000 and the official count of out of school children is 15,891, it seems safe to say that there must be hundreds of unaccounted private unaided schools providing the remainder with an education but operating under the radar (Rangaraju et al. 2012).

Table – 1

List of Schools covered by the Field Survey

S. No.	Name of the School	PMC Ward No.	PMC Circle
1.	International School	6	New Capital
2.	Govt. Girls High School, Shastrinagar	8	-Do-
3.	Govt. Boys High School, Shastrinagar	8	-Do-
4.	D.A.V. School, Punaichak	8	-Do-
5.	B.D. Public School, Buddha Colony	8	-Do-
6.	St. Paul's High School, Buddha Colony	8	-Do-
7.	Baldwin Academy, Buddha Colony	8	-Do-
8.	Holy Cross School, P.P. Colony	22	-Do-
9.	Notre Dame Academy, P.P. Colony	22	-Do-
10.	Don Bosco Academy, P.P. Colony	22	-Do-
11.	Loyola High School, Kurji	22	-Do-
12.	A.V.N. High School, Kurji More	22	-Do-
13.	B.P.L. Residential School, S.K. Puri	23	-Do-
14.	Kendriya Vidyalaya, Bailey Road	23	-Do-
15.	Mount Carmel High School, Bailey Road	23	-Do-
16.	Euro School, S.K. Puri	23	-Do-
17.	Bankipur Girls High School, Golghar	39	Bankipur
18.	Christ Church High School, Gandhi Maidan	39	-Do-
19.	St. Xavier's High School, Gandhi Maidan	39	-Do-
20.	St. Joseph's Convent, Ashok Raj Path	40	-Do-

Source: Primary Field Survey, 2014

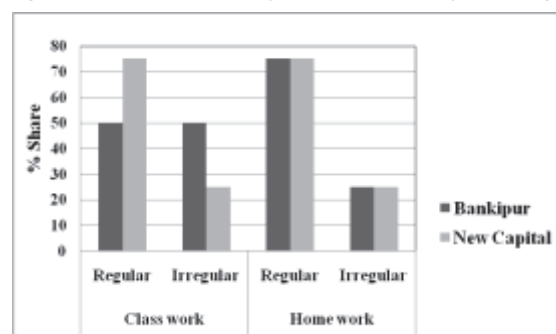
Altogether **20** schools of Patna Municipal Corporation Area have been covered by the field survey in course of the present study – **16** in New Capital and **4** in Bankipur (**Table – 1**). There has been predominance of English medium schools in New Capital and dual medium schools in Bankipur circles of PMC Area. BSEB has affiliated a majority of the Government schools in Patna while the private schools have obtained affiliation from the central boards like the ICSE or CBSE. As far as the division of schools on the basis of gender is concerned, the largest share of them is co-educational in nature; their share being 81.25% in New Capital and 50% in Patna City circles respectively.

Teaching-learning process :

Teaching is a very important part of education and the teaching-learning process is an interrelated phenomenon (www.preservearticles.com 2014). This process is greatly dependent on the teacher and his/her way of imparting knowledge to the students and the proper management of a class. Simultaneously, a well-managed classroom provides an environment in which fruitful teaching and learning can flourish. In the present study, the parametres like pattern of teaching-learning, use of teaching aids, evaluation process and the student-teacher relationship have been taken into consideration under the broad indicator of teaching-learning process.

Figure –2

Monitoring of Class Work and Home Work (in %) (Based on Primary Field Survey, 2014)



As far as the regularity of the classroom teaching is concerned, the findings reveal that 87.5% schools in the New Capital and 75% in the Bankipur circles are holding regular teaching in the classes; whereas the rest of the schools under consideration are unfortunately not holding regular classes for their students. In general the class work monitoring has been regular in 75% of the surveyed schools of New Capital and 50% of Bankipur; while the monitoring of home work has shown similar outcomes in both the circles of PMC as represented in the **Figure – 2**.

The teaching becomes interesting and complete with the usage of various teaching aids in the class. The teaching aids range from different kinds of scientific tools to maps, charts and models. In general there has been regular usage of teaching aids in 45% of the schools in Patna; followed by 35% of the schools where these are used occasionally and 20% of them rarely with some spatial variations (**Table – 2**).

Table – 2
Use of Teaching Aids (in %)

Frequency of Use	New Capital	Bankipur	Total
Regularly	43.75	50.00	45.00
Sometimes	33.25	50.00	35.00
Rarely	12.00	–	20.00
Total No.	16	04	20

Source: Primary Field Survey, 2014

Along with the teaching and learning, the evaluation of the students holds much importance in the overall system of the school education. The findings reveal that in highest number of schools (68.75%) in New Capital the internal tests are held on monthly basis while weekly tests appear to be most important (50%) in the schools located in the Bankipur circle. The student-teacher relationship in the schools under consideration is found to be either very good or good; and that is a very positive

aspect related with the overall teaching-learning process among the secondary schools of Patna covered in the present study.

Infrastructural facilities :

The term infrastructure refers to the structural foundations of an institution. Infrastructural facilities are the different types of physical resources providing the base for an educational institution on one hand and enhancing the overall functioning of a school on the other. Under this indicator the parametres like basic infrastructure and physical facilities have been taken into consideration.

As far as the status of the ownership of school buildings is concerned, all the schools of Bankipur and three-fourths of them in New Capital are found to have their own building. In terms of the condition of the buildings, the schools surveyed in Bankipur have shown better results than their counterparts of New Capital Circle of PMC Area as shown in the **Table – 3**. The reputed schools of Bankipur are the old ones generally functioning in proper buildings. On the contrary, the schools of New Capital lag behind in this respect.

Table – 3
Condition of School Building (in %)

Condition	New Capital	Bankipur	Total
Very Good	37.50	25.00	35.00
Good	43.75	75.00	50.00
Satisfactory	12.50	-	10.00
Poor	06.25	-	05.00
Total No.	16	04	20

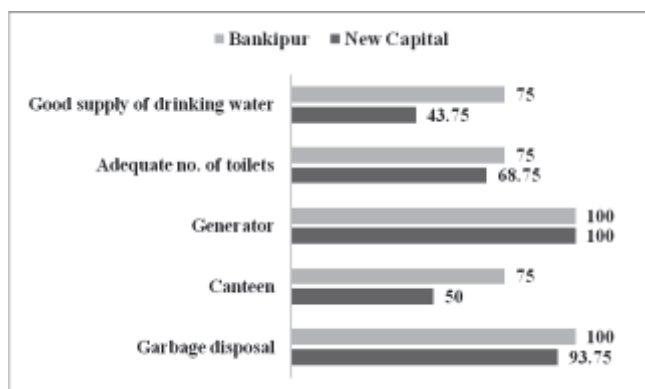
Source: Primary Field Survey, 2014

In general 55% of the schools of Patna under consideration have spacious campus, as against 35% with adequate and 10% with limited campus. Half of the schools in the New Capital and three-fourth of them in Bankipur, mostly the old schools

have spacious campus. In the schools covered in the present study, 75% of the schools in Bankipur and a little more than 60% of them in the New Capital circles of PMC Area are fortunate to have large classrooms. The reputed schools of Bankipur quite understandably are better placed in terms of good building, big campus and spacious classrooms.

Along with the basic infrastructure the overall health of a school depends on the availability of a number of physical facilities like drinking water, power back up, toilets, canteen, garbage disposal, sports facilities and so on to the students and staff. The following **Figure – 3** shows the availability of some selected facilities in the schools under consideration at a spatial level.

Figure –3
Availability of Physical Facilities (in %)
(Based on Primary Field Survey, 2014)



It is a matter of concern to find that regarding two basic physical facilities – adequate supply of clean drinking water and availability of toilets, the schools of Patna have to go a long way. Power back-up has become the need of the hour amid the frequent power cuts and prolonged hours of load shedding. Quite understandably all the schools of the city have the generator facilities to face the situation. The provision of garbage disposal is available in all the schools of Bankipur and more than 90% of them in the New Capital. But the schools of Patna are slightly lagging behind in

terms of the availability of canteen facilities. The schools of Bankipur, either government run or managed by the Christian Missionaries have shown better results than those situated in the New Capital Circle, where many of the schools covered by the field survey are private schools.

Learning resources :

The ‘learning resources’ are simply all those physical facilities which sustain and enhance the growth of an educational institution. They are very much required for the proper execution of academic programmes in a school. A rich and properly maintained library with good collection of books and other study materials is always considered as a very useful learning resource – both for the students as well as for the teachers.

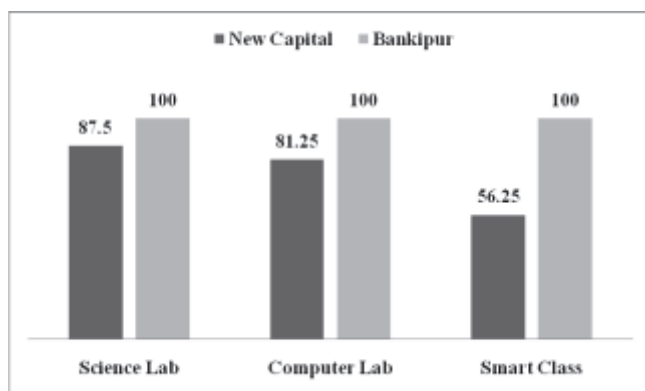
Table – 4
Status of Library Services (in %)

Library Services	New Capital	Bankipur	Total
Very Good	43.75	50.00	45.00
Good	50.00	50.00	50.00
Satisfactory	06.25	-	05.00
Total No.	16	04	20

Source: Primary Field Survey, 2014.

The findings of the field survey in this particular aspect have been quite positive as the library facilities are found to be available for both students and teachers in the 85% of the secondary schools of PMC Area under consideration; while in 15% of them it is available only for the students. The findings further reveal that the library services are found to be very good in 45%, good in 50% and satisfactory in 5% of the schools of the study area respectively with marginal spatial variations (**Table – 4**).

Figure –4
Availability of Contemporary Learning Resources (in %)
(Based on Primary Field Survey, 2014)



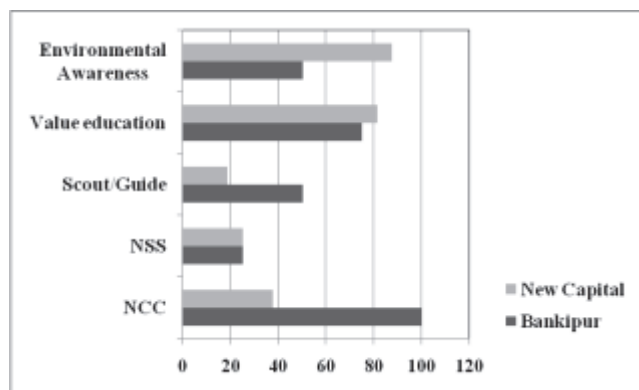
In the modern age of scientific development and advance technologies, it is expected that the learners in the secondary schools avail the facilities of laboratories for the practical knowledge of different science subjects and information technology/ computers. Regarding the availability of separate science and computer labs, the findings of the present study reveal that though all the schools of Bankipur are providing these facilities to their students, in the New Capital Circle 87.5% schools have the provision of science labs and 81.25% of them separate computer labs (Figure – 4). Similarly in all the schools of Bankipur, the provision of smart class is available to the students as against only a little more than half of the schools located in the New Capital availing this facility.

Students’ progression and support :

The all-round development and progress of the pupils depends on several other activities than their regular courses of studies in the schools. Commonly referred to as the co-curricular and/or extra-curricular activities, they not only strengthen the curricular content but also nourish students’ attitude, interest and personality (ISID, 2010). At the same time there is provision for various student bodies and several kinds of support services in the

schools which help them to grow into confident and responsible citizens of future.

Figure – 5
Provision of Co-curricular/ Extra-curricular Activities (in %)
(Based on Primary Field Survey, 2014)



In the present study it was observed that in all the schools covered by the field survey in the two selected circles of PMC Area there have been provisions of several kinds of co-curricular and/or extra-curricular activities for the young learners. Regarding the availability of the programmes like NCC, NSS and Scout/Guide, the schools of Bankipur appear to fare better; while in terms of the provision of value education classes and environmental awareness programmes, the schools of the New Capital appear to do better (Figure – 5). In the present study the schools of the city under consideration have shown good results in terms of the performance of the students’ bodies; as in 75% of them the students’ cabinet or council are found to be functioning actively.

For the healthy growth of learners in a secured atmosphere several support services are developed and promoted in the schools. In terms of security services, the findings suggest that 80% of the schools (81.25% in New Capital and 75% in Bankipur) have their own security arrangements. On the contrary, regarding the use of CCTV cameras the schools of Bankipur appear to be more resourceful (Table – 5).

Table – 5

Provision of Security in the Campus (in %)

Provision of	New Capital	Bankipur	Total
Security services	81.25	75.00	35.00
CCTV Cameras	68.75	75.00	50.00
Total No.	16	04	20

Source: Primary Field Survey, 2014

The students enrolled in the government schools are receiving the assistance in form of various government schemes like those of scholarships, uniform and cycles. However, the pupils of other schools by and large have remained devoid of these benefits. As far as the attitude of the support staff is concerned, it has been good to observe that in larger share of the schools covered by the survey, their attitude was found to be supportive.

Findings and conclusion :

The study on the status of secondary school education in the Patna Municipal Corporation Area reveals certain noticeable findings. The average size of classes has been found to be very large in many schools. The monitoring processes of class work as well as home work appear to be satisfactory; but there is enough scope for further improvement. The relationship existing between the students and teachers in the schools of the city in general was found to be good. In terms of the availability and usage of infrastructural facilities and learning resources, the older and reputed schools located in Bankipur mainly run by the Christian Missionary institutions were found to be better equipped than those situated in the New Capital Circle. The co-curricular and/or extra-curricular activities are provided to the learners of the secondary schools of Patna in various forms. The students studying in the government schools are receiving assistance under the various

government schemes in form of cash and kind.

In the course of the study and analysis of the field survey data, an effort has been made to validate the formulated hypotheses. The teaching-learning process in the schools under consideration has been satisfactory but the level of infrastructural facilities and learning resources has not been up to the mark in many schools. The various activities associated with students' progression are provided to the students; though the financial and material assistance is meant for only those students who are enrolled in government schools. The overall performance of the schools run by the Christian Missionaries has been found to be the best among all types of schools covered by field survey. Thus, the working hypotheses of the study are found to be valid to a considerable extent.

Under the present circumstance the following remedial measures should be adopted, applied and implemented for overall improvement of the secondary schools of Patna:

- Small class sizes should be promoted in every school for better teaching-learning and overall class monitoring processes.
- Physical facilities such as provision of cool and safe drinking water, washrooms/ toilets and canteen services should be improved.
- Library services have to be made more user friendly in every school of the city.
- Smart class facilities should be developed and to be held at regular basis in all the schools of the study area.
- Along with the cultural activities and competitions, the emphasis should also be given on improving the provision of co-curricular/ extra-curricular activities like seminars, social service initiatives, value

oriented classes and environmental awareness programmes for the all-round development of the learners.

- The school authorities and management other than the government schools can work out and develop some mechanism to provide assistance in form of cash or kind for the needy and underprivileged students.

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