



SECONDARY EDUCATION IN WEST BENGAL

**PROJECT SUBMITTED BY MUSKAN CHHAJER
TO**

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INTRODUCTION

Education in West Bengal is provided by both the public sector as well as the private sector. The modern education system was developed by the British missionaries and the Indian social reformists. Kolkata has played a pioneering role in the development of the modern education system in India. Western models of education came to India through Kolkata. Many of the first schools and colleges were established by the missionaries and reformists.

As per 2001 census, West Bengal is the most densely populated state in the country with a population density of 904 persons per square km. This handbook tries to focus on the status of school education in West Bengal and in Kolkata. Overcoming the pressure of population, West Bengal has made a considerable progress in the field of literacy and school education. The present literacy rate is 68.2 percent as per the 2001 census. It was 57.7 percent in 1991 and 48.6 percent in 1981, it shows an increase in the rate of literacy.

From 1981 to 1991 the increased rate of literacy was 5.1%, while it has almost doubled between 1991 to 2001 i.e 10.5%. This has been possible at large due to the campaign on total literacy and schooling for all children to achieve the goal of 'education for all'. The school education in West Bengal tries to ensure education for all children, reduce the drop-out rate and provide qualitative education. As per the Annual Report of the Department of School Education 18.40 percent schools are in the urban area and 81.60 percent schools are in the rural part of West Bengal.

The purpose of this project is to focus on the state of Secondary Education in West Bengal. This project gives an overview of improvement of Secondary Education in West Bengal over the years be it rate of literates in rural and urban or number of secondary schools in West Bengal and number of teachers associated in secondary teaching. Comparative study of the topic along with statistical data and charts is done so as to understand the topic more clearly and look into the matter deeply. Some policies are suggested so as to improve the secondary education system of West Bengal. Due to lack of time and sources primary and higher secondary survey is not being shown in this paper.

MOTIVATION

Today every parents wants to give the best of everything to their children be it education or any other facility. In today's time when there is a huge crisis of moral values in society ,Education proves out to be the solution. It develops a strong personality and strong values in a person. Education is a lifelong process of development of one's personality which starts from the school. It's school that builds the base for everything, that's why school plays a very significant role in one's development and mindset for further challenges in life.

Nowadays when we go through a newspaper, we can see that our society is being posed by a problem of penury, which also affects the education system in our society. The people who are unable to meet both ends are also unable and unwilling to send their children to school. We also see discrimination of girls and boys in our society. This project helped me to study and understand various aspects of educational system. Education plays an important role to achieve development goals of the society as well as the students.

LITERATURE REVIEW

Dr. S. Manna and S. Patra (1999) in their article Educational Attainment of the Santal Children in Primary Level has attempted to find out the level of participation of the Santal Children in the primary educational institutions (class I to IV) and their attitude towards it. After independence attempts have been made to bring the tribal people close to the educational institutions but results show the regional disparity. In fact the impact of education on their life style of the tribal people varies from community to community. A Santal community living in Birshidhonagar (east zone), situated at the heart of the Kalyani Sub-Divisional town of Nadia district of West Bengal, has been selected for study. 166 families have been interviewed and to make a comparative analysis one hundred Santal families from four villages under the Chakdaha P. S of the Kalyani Sub-division have also been studied. The study depicts that the socio economic condition of the respondents is not sufficiently good. The percentage of male students is higher than that of its female counter part. The diminishing percentage of female students in the higher classes also indicates an apathetic attitude of the Santal Community towards higher female education. Early marriage of girls and their engagement in household activities are some of reasons. The percentage of non school going children of both male and female of 6-14 years of age is higher in rural areas under Chakdaha than Birsidhonagar of Kalyani urban area.

Amartya Sen (2002) in his introductory remarks in the Pratichi Education Report which is the first report from the newly set up Pratichi (India) Trust focuses on the issue of delivery of primary education. The report, the first to come out from the Pratichi Trust, comprehensively describes the core problems afflicting the primary school in India through a field based study in West Bengal. Although the report is based on a research undertaken on a small sample of primary schools (18 primary schools and 17 'Shishu Shiksha Kendras' (SSKs), an alternative system devised by the West Bengal government for school-less small habitations) in three districts (Birbhum, Medinipur and Purulia) in West Bengal with a caution against wide generalization mentioned in the introduction itself. The findings are in tune with those arrived at by a few other recent studies based on fieldwork in various parts of the country, and hence can be taken as reflecting general situation to a large extent. The report highlights the fact that despite being ahead of many other states on many development initiatives such as land reforms and role of panchayats in local governance, and also better performances in terms of decline in rate of population growth and positive change in sex-ratio; West Bengal stands somewhere lower when it comes to literacy rates and schooling participation positions. As per 2001 Census, West

Bengal with a literacy rate of about 69 per cent, stood at 18th position among 35 Indian states and union territories (it was 19th in 1991). The gross enrolment for 6-11 year of age-group (relevant for primary schooling) was 85.60 percent, and the net enrolment was only 40.2 percent. The report raises several issues that need to be addressed if the fundamental right of universal access to elementary education is to be taken more seriously and universalisation of elementary education, expressed as an explicit goal of the Sarva Shiksha Abhiyan -the latest government of India scheme, is to be achieved by 2010. The report highlighted the issues which need serious and urgent attentions are as follows, high incidence of teachers' absenteeism, faulty school inspection system, evil of private tuition, lack of facilities in primary schools, etc.

Sanchita Saha and Dr.Gopal Chandra Debnath(2016) tried to show that Literacy and Education are vital development indicators in their paper. They have focused on district wise literacy status, temporal change of literacy, scheduled caste and scheduled tribes literacy position and rural & urban literacy pattern of West Bengal.

OBJECTIVE

The study has been initiated to fulfill the following objectives:

1. To study the pattern of literacy in different districts in West Bengal.
2. To expose the urban-rural distribution pattern of literacy in West Bengal.
3. To examine no. of teachers in different districts in West Bengal.
4. To examine the changing pattern of Male and Female literacy rate in West Bengal.
5. To analyse the no. of schools in different districts in West Bengal

METHODOLOGY

To get a deep analysis about the topic we need to do survey for collecting information. The data collected from the survey are used to form descriptive statistics thereby analyzing the whole matter. Due to current pandemic situation, it is not possible to conduct a survey and collect raw data for our study. So, the study is based on the secondary data and several other research papers related to this topic.

The Secondary data are collected from the official website of Census of India (2001-2011), National Sample Survey Organisation (NSSO), District Information System Of Education (DISE). These data help in examining the issue in depth thereby leading us to an apt conclusion. The study is analysed through descriptive statistics, bar diagrams, pie charts.

RESULT AND DATA ANALYSIS

1. District wise literacy rate of male and female in rural and urban areas in %(2011):

Table1: Rural

DISTRICT	MALE
BANKURA	80.06
BARDDHAMAN	80.05
BIRBHUM	76.01
DAKSHIN DINAJPUR	77.42
DARJEELING	82.5
HAORA	86.06
HUGLI	85.71
JALPAIGURI	78.31
KOCH BIHAR	80.25
KOLKATA	NIL
MALDA	65.37
MURSHIDABAD	69.52
NADIA	76.65
NORTH TWENTY FOUR PARGANAS	82.86
PASCHIM MEDINIPUR	85.97
PURBA MEDINIPUR	93.1
PURULIA	77.96
SOUTH TWENTY FOUR PARGANAS	83.59
UTTAR DINAJPUR	64.06

Source: Census of West Bengal 2011

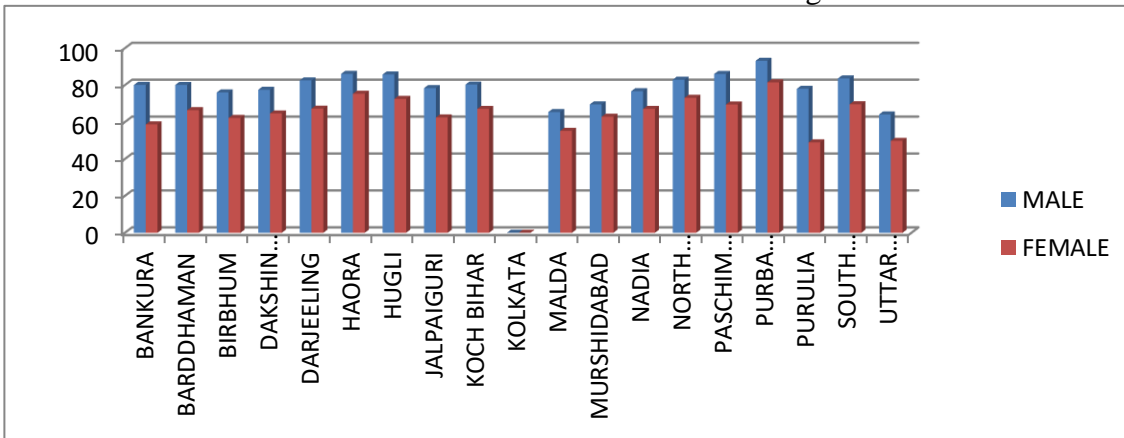


Fig 1.

Table2: Urban

DISTRICT	MALE	FEMALE
BANKURA	90.97	79.24
BARDDHAMAN	88.43	76.63
BIRBHUM	86.75	76.55
DAKSHIN DINAJPUR	92.61	86.14
DARJEELING	91.23	83.65
HAORA	88.61	79.09
HUGLI	91.34	83.95
JALPAIGURI	86.69	77.78
KOCH BIHAR	92.41	85.54
KOLKATA	89.08	82.25
MALDA	78.71	74.71
MURSHIDABAD	77.15	68.02
NADIA	89.63	81.98
NORTH TWENTY FOUR PARGANAS	92.79	86.66
PASCHIM MEDINIPUR	91.61	84.98
PURBA MEDINIPUR	93.41	82.3
PURULIA	84.68	67.21
SOUTH TWENTY FOUR PARGANAS	87.93	84.52
NUTTAR DINAJPUR	84.31	76.69

Source: Census Of West Bengal 2011

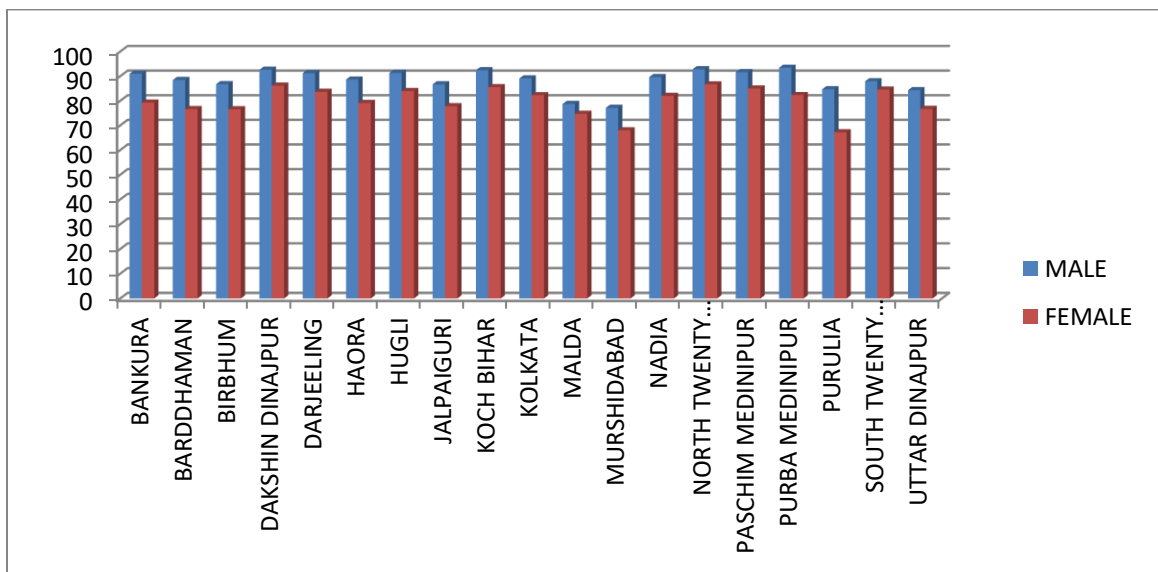


Fig 2

The highest urban male literacy was found in Purba Medinipur with 93.41% and Lowest in Murshidabad with 77.15% urban male literacy. Highest rural male literacy was recorded in Purba Medinipur 93.1% and Lowest in Uttar Dinajpur with 64.06% excluding the metropolitan district of Kolkata. The highest urban female literacy was found in North Twenty Four Parganas with 86.66% and Lowest in Puruliya with 67.21%. Highest rural female literacy was recorded in Purba Medinipur 81.45% and Lowest in Uttar Dinajpur with 49.77%.

2. Number of Schools In West Bengal By Districts(2013,14,15):

Table 2

DISTRICT	2013-14	2014-15
BANKURA	325	384
BARDDHAMAN	149	174
BIRBHUM	217	246
DAKSHIN DINAJPUR	96	154
DARJEELING	68	66
HAORA	142	145
HUGLI	166	171
JALPAIGURI	272	166
KOCH BIHAR	216	232
KOLKATA	57	54
MALDA	188	223
MURSHIDABAD	433	417
NADIA	183	181
NORTH TWENTY FOUR PARGANAS	184	221
PASCHIM MEDINIPUR	326	508
PURBA MEDINIPUR	296	289
PURULIA	430	353
SOUTH TWENTY FOUR PARGANAS	259	287
UTTAR DINAJPUR	169	179

Source: U-DISE 2013,2014,2015

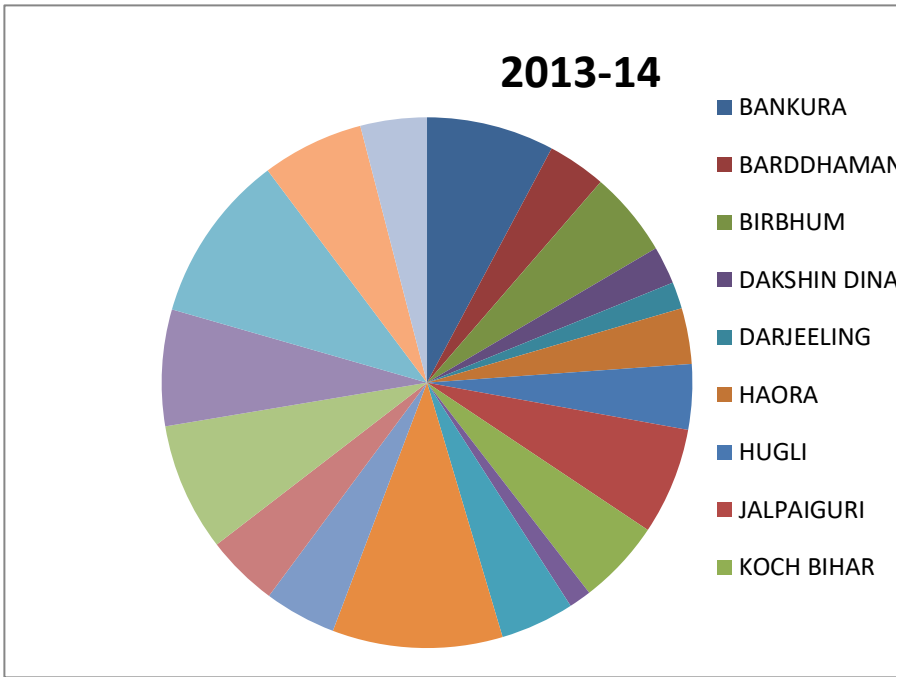


Fig 3

The highest no. of schools was found in Mursidabad with the no. of 433 schools and lowest in Kolkata with the no. of 57 in the year 2013-14. The highest no. of schools was found in Paschim Medinipur with the no. of 508 schools and the lowest was found in Kolkata with the no. of 54 schools in the year 2014-15.

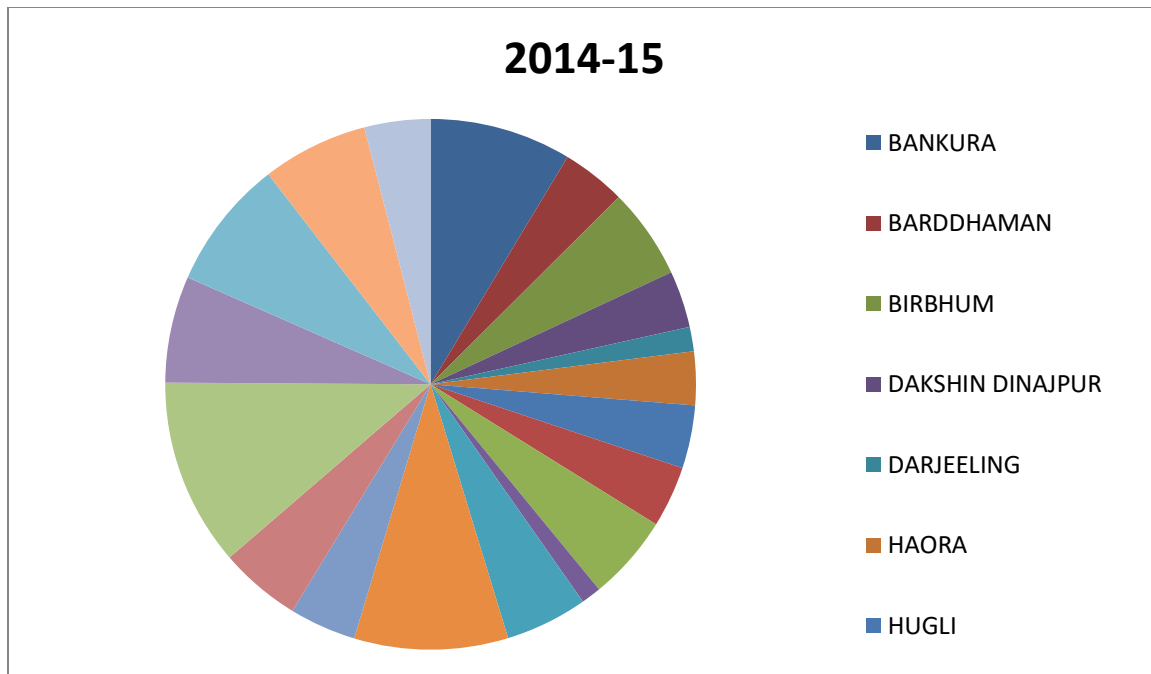


Fig 4

The highest no. of schools was found in paschim mednipur with the no. of 508 schools and the lowest was found in Kolkata with the no. of 54 schools in the year 2014-15.

3. Number Of Teachers In West Bengal District Wise

Table 3: 2011-12

DISTRICT	MALE	FEMALE
BANKURA	6809	2141
BARDDHAMAN	9137	4911
BIRBHUM	3873	1574
DAKSHIN DINAJPUR	1457	577
DARJEELING	2105	1424
HAORA	3833	3057
HUGLI	5415	3370
JALPAIGURI	3771	2150
KOCH BIHAR	3917	1592
KOLKATA	4184	5418
MALDA	3124	946
MURSHIDABAD	8970	2473
NADIA	5558	3390
NORTH TWENTY FOUR PARGANAS	11000	8166
PASCHIM MEDINIPUR	9030	3045
PURBA MEDINIPUR	6791	2600
PURULIA	3032	1027
SOUTH TWENTY FOUR PARGANAS	8278	4997
UTTAR DINAJPUR	2042	724

Source: U-DISE 2011-12

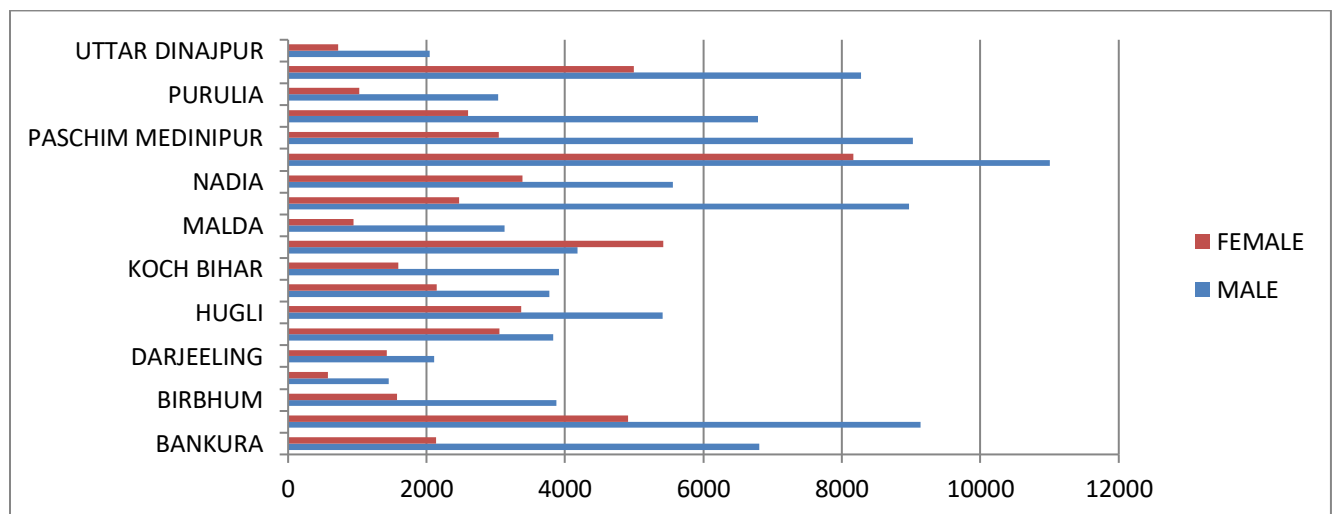


Fig 5

The highest no. of male teachers was found in North Twenty Four Parganas which is 11000 in numbers whereas the lowest no. of male teachers were found in Dakshin Dinajpur which is 1457 in numbers. The highest no. of female teachers were found in North Twenty Four Parganas which is 8166 and the lowest were found in Dakshin Dinajpur which is 577.

POLICY SUGGESSTION

The following suggestion for further research are stated below:

1. The female literacy rate is less than that of male literacy rate in different districts in West Bengal . So, to increase the literacy rate of female ,we need to make efforts to spread female education in our society ,so that they also can grow and compete with males equally. The main focus and foremost priority should be their safety as many female students come from outer and village areas.
2. The Literacy rate in urban areas is higher as compared to the Literacy rate in rural areas because the schools and other necessary facilities are much better . The infrastructure in urban areas are also much more developed than that of rural areas .The people of rural areas are deprived of many opportunities ,as a result , the talent gets wasted. So, government of West Bengal needs to put more emphasize education of the rural people . They can open more schools and can conduct programmes which will help them to attain more knowledge and those children can also compete with the children of urban areas .
3. A comparative study, on the secondary education between West Bengal and other states, can be conducted.
4. A study on Teacher Education Programme at secondary education level can be conducted.
5. In few districts , the no. of teachers who are teaching in schools are very less . So, more teachers are needed as the no. of students are also increasing with time . To do that ,seats for teaching examination needs to be increased . Training and Development programmes need to conducted for teachers to provide them the knowledge for the changes that takes place in school level education from time to time.

CONCLUSION

Education is a most powerful tool for changing the position in society. Education also brings a reduction in inequalities which means improving the status within the family. To encourage the education of women in all levels and sending them to schools ,government is providing them a package of concessions in the form of providing free books, uniform, bicycles, midday meals, scholarships and so on. There are many more problems such as less opportunities,high paid education,, etc. and to overcome these problems ,we need to expand enrollment opportunity,hostel facilities ,etc . We can develop good infrastructure and healthy school environment . We can enroll capable person as teachers ,so students can also get deep and vast knowledge of life. The government can implement projects to increase the no. of schools in the rural areas , so that those children are not deprived of the opportunities. By providing support and creating opportunities we can make the life of many children ,who, ultimately will contribute and serve to the country and can make our society an educated society and this is the responsibility of each and every section of our society.

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