



# **CHAPTER – IV**

## **ANALYSIS AND INTERPRETATION**

### **5.1. Introduction:**

Secondary Education is the most vital stage among the different stages of education. It exposes students to the different roles of science, the humanities and social sciences. This is also a suitable stage to provide children with a sense of history and national viewpoint and give them opportunities to understand their constitutional duties and human rights as citizens.

A board of Secondary Education regulates and reorganises the schools under the boards within the state. It formulates the curriculum, programmes, planes, examination system, and provides supports system to the schools under the boards of secondary education. It helps to improve the quality of secondary education in the state. Moreover, computer literacy is an essential component at the secondary levels in the era of globalization. The board of secondary education also regulates the co-curricular and extra-curricular activities for the students of secondary schools. It provides the teachers and non-teaching staff for transaction of curriculum effectively.

The Government both central and state have taken several policies and programmes to improve the quality of secondary education. Since independence many commissions and committees were also constituted for providing recommendations to achieve the goal of secondary education. Although, different programmes and technology based curriculum have been implemented at the secondary education in West Bengal but questions arise whether the existing system of secondary education helps achieve its goal. To get the answer of the question this study was conducted on the development of secondary education in West Bengal since independence.

### **5.2. Statement of the Problem:**

Secondary Education is the most vital stage in the ladder of education. In systematic and comprehensive development of secondary education is most essential of any country to achieve the goal of education. However, there have many questions regarding the development of the all components of Secondary Education in West Bengal. Therefore, to make an effective plane considering the gaps in the process of development of Secondary Education and intensive study is most urgent. Keeping this

in view this study was conducted on the title: **“DEVELOPMENT OF SECONDARY EDUCATION IN WEST BENGAL SINCE INDEPENDENCE”**

### **5.3. Significance of the Study:**

Primary education has been made compulsory for all the children in India up to the age of 14 years but the secondary education is not compulsory in India. It is essential for the citizens of India as well as West Bengal to be knowledgeable in our complex modern democracy. It is only through secondary education in West Bengal that an individual becomes capable of understanding the complexity of politics and political possesses and thus becomes capable enough for casting their vote in the right favour.

India is a developing country and all of us nurture an India of our dreams which will be listed as a developed nation instead of a developing one. India is a land of religion. Many individuals believe in unnecessary superstitions and dogmas and the primary reason of believing these is the lack of sufficient amount of education.

In West Bengal, it is common sense that our nation will develop surely if individuals gain secondary education. A persons who has gained secondary education has the understanding of all the happenings in the society and as well as country. If secondary education is made compulsory and government schools for free secondary education are implemented with sincerity and commitment then India as a whole will definitely march towards progress in a decade or two (Daga, K.).

Though the Government both central and state have taken different policies and programme and have tried their best to implement those with sincerity, yet fact remains that till the date many areas of Secondary Education have not been achieved its complete shape. Moreover, the analysis of research work reveals that various studies have been conducted on all the aspects of Secondary Education in West Bengal. Therefore, to bridge the gaps in the area of knowledge this study would be pertinent. The researcher express that the findings of the study would throw light in the preparation of comprehensive plan in the developmental programme of Secondary Education, here lies the significant of the study.

#### **5.4. Research Questions:**

- What is the nature of the development of Secondary education in West Bengal since Independence in historical perspectives?
- What is the nature of the development of Secondary Education in West Bengal since Independence with particular reference to: Resources, Administration, Academic Organization and Financial Management?
- What are the Objectives, Curriculum and Examination systems of Secondary education in West Bengal?
- What is the current Assessment and Accreditation Status of different Parameters in Secondary Schools of West Bengal?
- What are the problems of secondary education in West Bengal?
- What are the suggestive measures for Future Development of Secondary Education in West Bengal?

#### **5.5. Objectives of the Study:**

- To study the development of Secondary education in West Bengal since Independence in historical perspectives.
- To study the development of Secondary Education in West Bengal since Independence with particular reference to: Resources, Administration, Academic Organization and Financial Management.
- To analyze the Objectives, Curriculum and Examination systems of Secondary education in West Bengal.
- To analyze the assessment and accreditation status of different parameters in secondary schools of West Bengal.
- To find out the problems of secondary education in West Bengal.
- To suggest measures for future development of Secondary Education in West Bengal.

## 5.6. Delimitations:

This study was delimited under the following points:

- Area of this research was delimited to the development of secondary education only.
- Geographically the present study was restricted to West Bengal.
- Time frame of this study was delimited from 1947 A.D. to 2018 A.D.

## 5.7. Operational Definition of the Terms Used:

### (iii) Development:

Development in terms of historical perspective means growth also. “Development” roughly connotes an evolution or the progress. In the present study, however, the term development refers to the advancement of Secondary Education in West Bengal in terms of curriculum, resource organization, examination system and even that encapsulates financial aspects also.

### (iv) Secondary Education:

Secondary education generally takes place in secondary schools, taking place after Primary education and may be followed by higher education or vocational training. In some countries, only Primary education or basic education is compulsory, by secondary education is included in compulsory education in most countries.

### (v) WBBSE:

The West Bengal Board of Secondary Education is the West Bengal State Govt. governed autonomous examining authority for the standard 10 examination ( or secondary school level examination) of West Bengal, India (WIKI2, 2018). It has its headquarters at Nivedita Bhaban, Bidhannagar, and a suburb of Kolkata. The Board of Secondary Education was established in 1951 under the act of the state Legislature called the West Bengal Secondary Education Act of 1950. Previously this was done by Calcutta University. In the year 1964, the name of The Board was amended as West Bengal Board of Secondary Education, underneath the

West Bengal Board of Secondary Education Act 1963 (West Bengal Board of Secondary Education, 2007).

**(vi) Independence:**

In pre-independence era Indian education system was governed by the colonial government. Downward filtration policy was reflected in that education system. Though different social reformers like Vidyasagar, Swami Vivekananda tried their best for spreading elementary education in grass root level, but due lack of Govt. approval it was not possible to success their venture as they wanted. After gaining independence in 1947 and after introducing new Constitution in 1950 Govt. of India formed different education commissions for restructuring our education system which is necessary for our nation building process. In 1956 after the recommendation of State Reorganisation Commission linguistic states started functioning as the integral part of Indian Federal Structure. West Bengal has been framing different education policies since independence for the promotion of mass education as well as for the elevation of national integration. Present researcher will try to explore the actual role of Govt. of West Bengal about the development of the secondary education.

**5.8. Methodology:**

The method is the main source to succeed in any research work. If the method and approach are correct the investigation can be successful to arrive at certain valid, objective, accurate solution of a given problem. In order to proceed on any research field the investigator has to follow a systematic method or procedure. Method is the way of attacking the problem.

The present study is based on Historical-cum-Descriptive Method.

**5.9. Nature and Sources of Data:**

The first phase of the study is purely historical research in natures which is based on qualitative work. Data have been collected from the different documents i.e. writings, speeches, letter, essay and printed interview etc. as primary source. Important books, journal, web pages are to a secondary source. Content analysis has been done here. Collected data have been analysed by specific ways and been

explained through logical interpretation. Exploration of the documents has been the first phase of the study which is followed by the qualitative content analysis in the second phase. All the reports, despatches, Government orders pertaining to the same period available in archives and libraries served as primary sources. Books written on Secondary education in West Bengal during Independence period have been used as secondary sources. Since it is a historical research criticism, both internal and external, have been used.

For knowing the Assessment and Accreditation of different parameters of secondary schools in West Bengal Descriptive method has been followed. For knowing the problems and remedies of secondary education in West Bengal focus group strategies was used. Hence, Historical-cum-Descriptive Method was adopted for collecting data for the present study.

#### **5.10. Population:**

Headmasters and Headmistress of different secondary schools affiliated to WBBSE in West Bengal.

#### **5.11. Sampling:**

All total 50 Headmasters and Headmistress in secondary schools of West Bengal were taken as representative sample of the whole population. Purposive sampling was followed for selecting the sample.

#### **5.12. Statistical Technique:**

Percentage and Calculation of Grade Point Average were used.

#### **5.13. Tools Used for Collection of Data:**

- iii. An Evaluation Framework developed by Ramakrishna Mission Sikshanamandira, Belur Math has been administered.
- iv. An interview scheduled (structured) has been used for knowing the problems and suggestions for improvement of secondary education.