CHAPTER-II

THEORETICAL FRAMEWORK

2.1.0 Introduction:

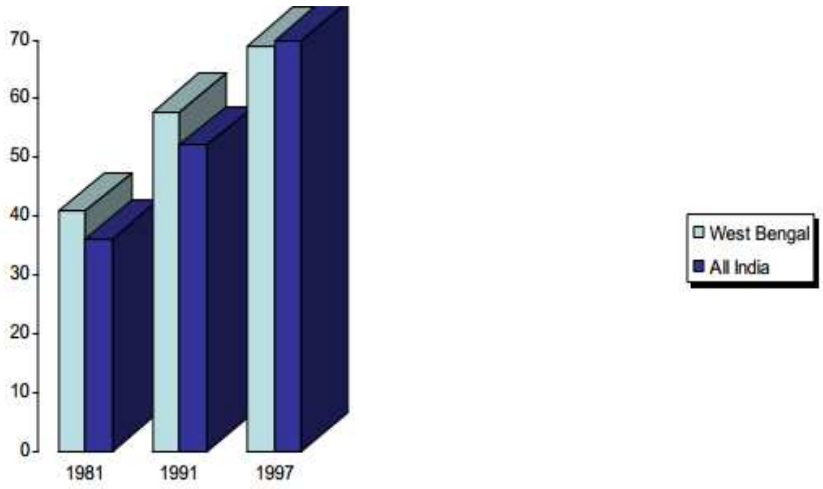
With the advent of independence one of the most important questions engaging the attention of the Govt. was the question of providing basic minimum education for all. Educational experiments were enhanced with a view to developing the kind of education suited to the needs of the society. Gandhiji's scheme of universal free education on the one hand and on the other hand the acceptance of democratic way of life and the consequent growing faith in education led the way of life and the consequent growing faith in education paved the way to the implementation of compulsory education. The implementation of the basic system of education at the primary level was accepted as the national system of education. To spread this system of education throughout the country new schools were established and the existing schools were converted into basic schools. The structural pattern of primary schools adopted before independence continued more or less same even after independence. The duration of the Lower Primary course was three years (Classes I, II, III) and Upper Primary was five years (Classes I, II, II, IV, V) and middle school seven years. There was no

uniformity as regards the size of the class and number of subjects taught. But with the passage of time it was thought that to implement the basic system of education successfully, there should be a uniform pattern of structure. The constitution of India in Art.45 states that the state shall provide free and compulsory education up to the age group of 6-14 year old. Thus to make universalization of elementary education a successful one SSA was introduced. In the actual implementation of the primary education schemes, the Central Government gave adequate financial assistance to State Government and Union Territories. The schemes included the opening of new elementary schools, the upgrading of the existing primary schools to middle standard and the expansion of training facilities of teachers. Though different steps were taken to accelerate the progress of compulsory education, but the result was unsatisfactory and as a result till date effort has been given on the development of education.

West Bengal one of the 29 states in India has had a distinct educational policy since decades. The irrelevant curriculum and the creation of parallel organizations to the Centre, such as the State Open Schools system have raised a controversy in the educational field of Bengal. The quality of education in Government schools had raised the drop-out rates and compels one to move away from Kolkata towards the far-flung districts. The language issue regarding the medium of instruction has

been a raging debate both within and outside the state. The deteriorating performance of home students in All-India competitive engineering and medical entrance examinations has raised numerous question marks on the efficacy of state's educational system. Yet, quite paradoxically, West Bengal's literacy levels have not been unfavorable in comparison with the national average, and have been distinctly favorable as compared to the performance of many other states as Bihar, Madhya Pradesh, Uttar Pradesh and Rajasthan and below it has been made clear with the help of a bar diagram:

FIGURES: 2.1



Source: Educational Administration in West Bengal: Structures, Processes and Future Prospects, Manju Narula and Srilekha Majumdar, Vikas Publishing House, New Delhi, 2001.

To review the various aspects of state's School's Educational Policy, Committees and Commissions have been appointed by the State Government. In addition to this the curriculum has been in the process of change to make it more relevant and the examination system has also been upgraded in order to achieve some parity in Central Boards.

2.2.0 The important Committees and Commissions:

School education occupies a very sensitive place in the field of education as it is the ladder to step in higher education. Hence it needs proper nourishment. It's a known fact that there is a correlation between socio-political and economical condition and education. Education is the responsibility of the society where political and social factor affect education to a great extends. It's a dynamic term which changes with the passage of time as change is a natural phenomenon. To bring changes in school education socio-political and economical factor play a pivotal role. Since the dawn of independence, the architects of India's future have attached immense importance to education and its different aspects. They realized that if India has to re gain its past glory and to become one of the leading nations, it has to strengthen its base and that could be achieved only through education of the masses. Several national level Commissions and Committees have been formed since independence and national policies have been formulated for restructuring of the existing

scenario of education at different stages. The important Committees and Commissions are as follows:

1. University Education (Radhakrishnan) Commission, 1948-49.

2. Secondary education (Mudaliar) Commission, 1952-53.

3. Education (Kothari) commission, 1964-66.

4. National Policy on Education, 1968.

5. National Policy on Education, 1986.

6. Programme of Action, 1992.

2.2.1 The University Education (Radhakrishnan) Commission, 1948-49:

The Commission emphasized that research is a pre-requisite of really sound and inspiring teaching where universities should take the responsibilities.

2.2.2 The Secondary Education (Mudaliar) Commission, 1952-53 :

There is an urgent need for curricular research in our country and it could be achieved only through the Training Colleges. The Training Colleges should conduct research work on curricular and co-curricular activities and other aspects related to school education.

The active cooperation of the Centre with the States is essential to carry on the necessary research in the different fields of education which may ultimately be incorporated in the educational system.

2.2.3 The Education (Kothari) Commission, 1964-66:

This Commission laid emphasize on the general principles and policies for the development of education at all stages and in all aspects. The Commission also made several recommendations regarding higher education where research occupies a pivotal role for the development of education at all stages and in all aspects.

2.2.4 The National Policy on Education, 1968:

The NATIONAL Policy on Education 1968 has made the following observations:

- With a view to accelerating the growth of the national economy, science education and research should receive high priority [Para 4(7), pg. 5].
- There is need to give increased support to research in universities generally. The institutions for research should, as possible, function within the fold of universities or in intimate association with them. [Para 4(12 e), pg. 8].
- Considering the key role which education, science and research play in developing the material and human resources of the

country, the govt. of India will, in addition to undertaking programmes in the Central Sector, assist the State Governments for the development of programmes of national importance where coordinated action on the part of the States and the Centre is called for. [Para 6, pg. 9].

2.2.5 The National Policy on Education, 1986:

The National policy on Education, 1986, in the section "The essence and role of Education' (Para 2.1-2.4, pg. 3), states, "Education develops manpower for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance."

The Task Force working on Higher Education suggested that in order to make higher education relevant, it is necessary to modify curricula and methodologies of learning through appropriate research and development to incorporate elements of problem – solving, creativity and relevance.

According to the Task Force on Research & Development, some of the main problems encountered by research in our higher educational institutions are:

- Linkage between research activity and the improvement of educational processes is very weak. Research will have to be utilized for renovation and renewal of the educational process and

energizing modernization of curriculum. There is an absence of a nodal agency for managing, implementing and monitoring of R & D in educational sector.

- Research in social sciences is generally not related to problems of development. Nor are the results of social science research disseminated adequately to the policy makers in a form that could be used in policy formulation. The linkage between research and curriculum renewal is also weak.
- Most of the researches in Social Science are uni-disciplinary. Inter-disciplinary and trans–disciplinary researches are not taken up sufficiently. This is particularly needed in order to interface Social Science and Humanities with Science & Technology.

2.2.6 Programme of Action, 1992:

It also emphasized the importance of research in the field of education where research should be conducted in the relevant areas.

The similar type of Commissions and Committees were also constituted in West Bengal for the development of School Education in the state. This Commission and Committee are as follows :

1. The Secondary (Dr. B. B. Dey) Education Commission, 1954.

2. The Primary (Prof. Himangshu Bimal Majumder) Education Syllabus Committee, 1974-79.
3. The Education (Ahoke Mitra) Commission, 1991-92.
4. The One-man Committee (Dr. Pabitra Sarkar) on English in Primary Education, West Bengal, 1998.
5. The School (Prof. Ranju Gopal Mukherjee) Education Committee, 2001-03.
6. On Madrasah (Dr. A.R. Kidwai, M.P) Education committee, 2001-02.
7. The Comparability Committee, 1995-2002.

2.2.7 The Education Commission, 1991-92:

The Education Commission, West Bengal, 1991-92 in Para 9.19(f), states that 'In selecting areas of research, those which are more proximate to the nations, or the State's, major problems should receive precedence. To pursue and promote research into everything that seems interesting is not desirable considering the resource crunch the country and the State are facing. Research in science and technology should obviously concentrate attention on such areas as food production, irrigation, energy, appropriate industrial technology, transport and communications, health and nutrition and so on, while, in the humanities and social sciences, the stress should

be on unraveling facets of contemporary economic, social, cultural and linguistic realities**.'** (pg. 194).

2.2.8 The School Education Committee, West Bengal, 2001-02:

The School Education Committee, West Bengal, 2001-02, in its recommendations states that 'time-bound research programme should be undertaken for designing appropriate syllabus, developing standard teaching materials and effective teaching methods , followed by extensive teacher orientation.' (pg. 110).

2.3.0 School Education in West Bengal: Laws And Legislations:

Within the broad national Constitutional framework, there is a complex system of acts and codes to govern the educational process in West Bengal. National Policy on Education has a considerable impact on the state's education policy. Several Commissions, Committees and working groups have also paved the way in school education. Of these, the Education Commission constituted under the chairmanship of Ashok Mitra to examine all aspects of the state's education, and the one-man Commission constituted under the chairmanship of Dr. Pabitra Sarkar to make recommendations regarding the No-Detention Policy as well as the introduction of English in primary classes deserves special mention.

Apart from these, the agents of civil society have also contributed to debates and discussions on education.

2.4.0 Education Department:

West Bengal's Department of Education was created in January, 1921, under the Montague-Chelmsford Reform Act of 1919, to give effect to the principle of Diarchy in provincial administration. After independence the Minister of Education holds charge of state's Education Department. After the Minister of Education, the highest functionary at the Secretariat level is the Secretary, assisted by the Special Secretary, Joint Secretary, Deputy Secretaries and Joint Secretaries. The Department of Education is divided into the Department of Higher Education, School Education, Technical Education and Training, and Mass Education Departments. The Department of School Education oversees the work of the Directorate of School Education, Primary, Secondary, Higher Secondary, Madrasah, SCERT, and Directorate of Accounts. The main functions of the Department comprise of making policy decisions and framing rules regarding primary, upper primary, secondary and higher secondary education, Madrasah education as well as education for linguistic minorities and backward classes and all other related establishment matter, including those pertaining of appointment, conditions of service, and vigilance.

2.5.0 The State Council of Educational Research And Training (SCERT):

The SCERT, West Bengal, is the training and research wing of the Department of School Education which was established in May 1980 by Government order No. 712 Education (CS)3. It evolved the merger of 7 independent institutions working for the qualitative improvement of school education. The functions of the SCERT cover the entire spectrum of school education from planning to evaluation. Its work is carried out by four divisions:

Division of Curriculum and Materials Development

Division of Training and Extension

Division of Educational Technology

Division of Educational Research Evaluation and Examination Reform.

2.6.0 Board Of Education:

2.6.1 Central Board of Secondary Education (CBSE):

The CBSE, which began as an autonomous society in 1935, is now one of the two premier national boards. The CBSE works closely with the NCERT, and follows the National Policy on Education framework very closely. In West Bengal, the Kendriya Vidayalayas (KV's) as well as

many private schools also follow the CBSE. The Board only grants affiliation to those schools that have obtained No Objection Certificate (NOC) from the State Government.

2.6.2 Council for The Indian School Certificate Examinations (CISCE):

The CISCE was formed in 1958 and is the only non-Government Secondary Education Board to be recognized by the Ministry of Education under the Delhi School Education Act of 1973. The Council is composed of representatives from Anglo-Indian Schools, under CISCE Board examining institutions.

West Bengal has the highest number of CISCE affiliated schools. Even though there are no regional offices, a branch office in Kolkata runs some teacher-training programmes.

2.6.3 West Bengal Board:

In West Bengal, a large number of schools follow the West Bengal State Boards (and Council). These Boards have competence to oversee different stages-and categories, as in the case of the Madrasah Board-of school education. Billow the different Boards.

2.6.4 The West Bengal Board of Primary Education (WBBPE):

The WBBPE was constituted on the basis of WBBPE Act, 1973, which was enacted to provide for better development and management of primary education in order to make it universal, free and compulsory. The Act sought to repeal the Bengal (Rural) Primary Education Act, 1930, the Bengal (Urban) Primary Education Act, 1963 and the West Bengal (Rural) Primary Education (Temporary Provisions) Act, 1969. On the basis of this Act were also constituted the District Primary Schools Councils for every district as well as Calcutta Primary Schools for the district of Calcutta.

It is entitled to acquire, hold and dispose of poverty, and enter into contracts for the purposes of the Act. It consists of 43 members. Of these, 2 are ex-officio—Director of School Education, and President of the West Bengal Board of Secondary Education (or his nominee). The other members are elected from primary teachers, teachers of primary teachers' Training Institutes, councilors of Calcutta Corporation, Commissioners of Municipalities, and members of Zila Parisad and members of the Legislative Assembly.

The Board has the power to 'guide, supervise and control primary education'. This includes providing by regulations, on the basis of the recommendations of the curriculum committee, the syllabus, the

textbooks to be studied in primary schools and for examinations conducted by the Primary Schools Councils. The Board also publishes, from time to time, a list of books approved for use in primary schools, and makes regulations on all aspects connected with examinations. Apart from this, it also administers the West Bengal Board of Primary Education Fund.

2.6.5 The West Bengal Board of Secondary Education:

The state splits its Secondary Education Board into two separate organizations administered under completely separate Acts. The first of these organizations is the West Bengal Board of Secondary Education administered by the West Bengal Board of Secondary Education Act, 1963. This Act sought to repeal the West Bengal Education Act 1950 and 1954. It is the Board's duty to advise the State Govt. on all matters relating to secondary education referred to it by the Govt. The Board has the power to direct, supervise and control secondary education. This includes laying down the general policy for secondary education, instituting the secondary as well as other examinations, and administering the West Bengal Secondary Education Fund. The Board can also undertake the preparation, production and sale of textbooks.

2.6.6 The West Bengal Council of Higher Secondary Education:

This is the second organization to handle secondary education in the state. It is administered by West Bengal Council of Higher Secondary Education Act, 1975. As compared to the West Bengal Board of Secondary Education, this Council is a corporate body that runs the state's higher secondary education system. The function of this council is to advise the State Govt. on all matters relating to higher education referred to it by the Govt. Therefore, it has the power generally to direct, supervise and control higher secondary education. This includes granting or refusing recognition to institutions; providing by regulations, on the basis of the recommendations of the Syllabus Committee, the curriculum, the course of studies to be followed; and prescribing textbooks to be studied in recognized institution for the secondary and other examinations instituted by the Council. The Council also undertakes, with the approval of the State Govt., the preparation, publication and sale of text-books and other books for use in the recognized institutions.

2.7.0 District Institutes of Education and Training (DIET'S):

The quality of school education as well as the efficient and optimal use of available resources depends on the quality and professional competence of teachers. Teacher education and training therefore assumes an overarching importance in school education. Just as NCERT function at

the national level and SCERT at state level, DIET's were conceived of to the development of teacher training and education at district level. The functions of DIET include imparting in-service and pre-service training to teachers, acting as a district resource unit to provide resource support such as extension, development of teaching aids and evaluation tools, engaging in curriculum and materials development, and undertaking educational planning and management at the grassroots level. Women, scheduled castes and tribes, and especially educationally disadvantaged groups got priority in DIET.

2.8.0 Primary Teachers Training Institute:

In West Bengal, teacher education has been undergoing an expansion since independence, as witnessed by the increase in the total number of teacher-education institutes from 59 in 1947 to 111 in 1997. Of these, 55 were Primary Teachers Training Institutes (PTTI's). These were earlier called Junior Basic Training Institutes (JBTI's), and the number was 33 in 1967. In 1967, the PTTI's had an intake capacity of about 5 to 15 candidates as per year. They offer a one-year certificate course for new as well as in-service primary teachers, in the ratio of 30:70 on the recommendation of the Ashok Mitra Commission. The academic control of the PTTI's lies with the School Education Directorate and the SCERT, while the District Inspector of Primary Education, headed by the District

of Schools supervise them. The number of training colleges for secondary schools teachers grew from 5 in 1947 to 47 in 1997. The academic control of these B. Ed College lies with the universities to which they are affiliated. But it's a matter of regret that in spite of these training institutes, there are a large number of untrained teachers at both the primary as well as secondary level. A study of NCTE reveals that 47% of total seats in PTTI's were lying unfilled in 1997! 9 This undoubtedly calls for better management of these institutes and a scrutiny of their policies. The quality of the faculty, duration of course and curriculum also need to be comprehensively examined and follow-up pedagogical principles and transactional process in actual classroom situations needs to be strengthened. The importance of "developing standard teaching materials and effective teaching methods, followed by extensive teacher orientation" was reiterated in a report of the School Education Committee.

2.9.0 State Advisory Committees:

The committees act as policy-framing body. The committees also frame the curriculum and syllabus of school education.

2.10.0 Restructuring of School Education System In West Bengal:

To restructure the School Education System in West Bengal, the Govt. has restructured the national pattern to 10+2+3 system as per the recommendation of the Kothari Commission. In this system of education, the stage of primary education consists of the first half of ten years of schooling. Classes started from I to V and followed by the Junior High or Upper Primary level from class VI to VII. A child enters this system only when he/she completes 5 years of age and expected to continue without interruption at least till the age of 9 completed years so as to complete the primary stage. But that is not all. The most important thing is to ensure that during this period a child should at least attain the Minimum Level of Learning prescribed for the primary stage. Thus, we can identify at least three parameters for the measurement of the efficacy of the primary education system. The first is quantitative, that is whether all children have been enrolled in primary schools. According to census 2001, the children in the age group of 5 to 9 in West Bengal is near about 94.91 lakhs where female and male population in terms of number is 4639483 and 4851125 respectively and that is roughly about 11.84% of the total population. To ensure their total enrolment, it is necessary to have, apart from generation of a demand for education, the required number of schools with adequate classrooms adequate number of teachers so as to ensure a favourable teacher-student ratio which as per the norms accepted by the state should be between 1:40. The second parameter is to retain

most of them in school for a continuous period of eight years and ensure their regular attendance it is necessary to make the school environment attractive both mentally as well as physically and to ensure a stimulating atmosphere in the classroom and outside. The participants and their guardians must feel that the time spent by their wards in the school is not a waste of time rather it could be fruitfully utilized otherwise. Lastly, there is the crucial issue of the attainment of level of learning which is a function of the motivation and quality of teachers, their training and nature of interaction between the teacher and the students and the number of working days in school.

The Govt. of West Bengal established a registered organization named 'Paschim Banga Rajya Siksha Unnayan Sansita on 2nd of February as an autonomous and independent body for implementation of elementary education project in West Bengal and it seemed to function as a societal mission for bringing about a fundamental change in the basic education system. Hence, the implementation of SSA in the State was assigned to this Sansita on 14th March 2001 with some alteration and the name of SIS also changed to 'Paschim Banga Rajya Prathamik Siksha Unnayan Sansta'. Then on 31st October, 2006 this name was again changed to 'Paschim Banga Sarva Siksha Mission'. According to the DISE Flash Statistics data for the year 2009-10, the number of primary schools in the

state is 74,678 which were 51,021 in 1995-96 and the enrolment of the students up to class V is 10,545,319 which were 8,500,000 in 1995-96 and on an average, each primary school in the state has 3.4 teachers where the pupil-teacher ratio is around 34. In this same frame, the percentage of trained teachers is 53.21% and the figure for teacher having received in-service training is about 42.12%. The West Bengal Board of Primary Education is aware of the problems and has taken a number of steps for the quality improvement of the teaching-learning process in the primary schools. A special programme called Joyful Learning (Ananda Path) has already been in a number of districts in the state with the help of UNICEF. It is primarily aimed at improving the quality of teaching at the primary level through special training of teachers and by improving the teaching aids as well as other materials related to teaching-learning process. Physical infrastructure of the school is thought to be improved under this programme. The present framework of SSA also lays more emphasis on teaching-learning process through improvement of quality of text books also and the use of teaching-learning materials. Education is not only affected by enrolment or retention rate but also by some social factors. Thus, gender, caste and community, occupational and rural-urban inequalities in all affect education. Moreover, West Bengal has some specific features not common with most of the other states in the country. It spreads longitudinally from the mountains of Darjeeling to the Bay of

Bengal washing its southern shores. The state has Kolkata, the cosmopolitan metropolis, as its capital. A large proportion of the state is Muslims. All available information indicates that poverty and illiteracy are particularly prevalent among this segment of the population. Kolkata, being a cosmopolitan metropolis, has its unique features. No other town or city in West Bengal is comparable with the city in terms of the size of population and complexities related to a cosmopolitan metropolis.

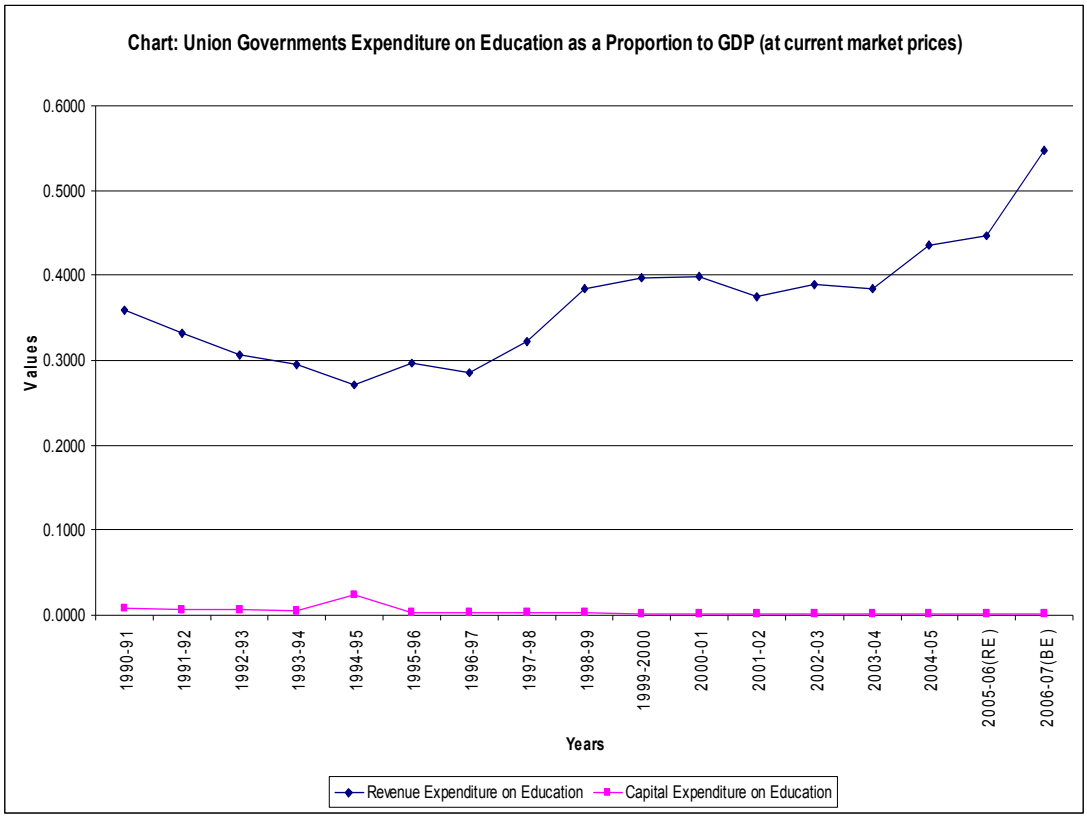
The educational development of any state is directly related to economic condition of the state, as education is widely viewed as a communal responsibility, and both its financing and substance are controlled to a large extent by the state which seems to be directly responsible for the majority of the investments in basic education in most countries. Therefore, it is possible to relate the accumulation of human capital to government spending. The immediate challenge would then be to increase the demand for schooling and to rapidly provide enough facilities to supply good quality education. Thus, the expenditure pattern of the government comes into the discussion as an inevitable issue. However, it has been observed that a distributing trend for the developing countries has been that most of them has faced economic crisis at the same stage of their development process in the form of severe balance of payment crisis, price rise etc. India is no exception in this regard. To fight

back the emerging economic crisis and to put back the economy on the path of development and recovered with loan assistance, most of the developing countries relied upon the twin institutions—the World Bank (WB) and the International Monetary Fund (IMF). The Structural Adjustment Programmes (SAP) has been designed by the WB and IMF to assist the developing countries in emerging from the crisis. The assistance is generally not unconditional, aiming at not only an increase in revenue or a decrease in the government deficit but also change the role of an administrator. Inevitably, the social services became a soft target for expenditure compression as a result of the functioning of such programmes, education being one of them. Despite the fact that India's central Govt. has been increasing expenditure on education; the overall fiscal problems of the state governments are very severe. Since, the state governments account for around 90% of total education expenditure in the country, therefore it is less likelihood of basic education receiving the priority it deserves nationally unless the fiscal problem at the state level is resolved. The ratio of the state's combined fiscal deficit to state domestic product is said to be around 5%. The decline in education expenditure in relation to national GDP that occurred through much of the nineties accounted for by the sharp decline in state expenditure more than offsetting the increasing trend in central expenditure of elementary education. The main sources of such fiscal stress have been the long

history of high fiscal deficits leading to rising government debt and interest payments, the large increases in government wages and pensions following the fifth par commission, weak tax revenue performance, and growing subsidies for food, fertilizers, power, water and other items. The net result, especially at the state level, is that once 'committed expenditure' for debt service, pensions and salaries are met, there is hardly any money left for spending on the complementary inputs necessary to provide effective public services, let alone for fresh public investment.

2.11.0 Union Governments Expenditure on Education as a proportion of GDP (at current market prices):

FIGURE: 2.2:



Source: 1.Annual Financial Statement of Central Government-for various years.

2. Economic Survey 2005-06, GOI

West Bengal is a state where political organization of the disadvantaged classes has significantly altered the balance of political power, especially in the rural areas. Changes were the rapid after the Left Front coalition

came to office at the state level in 1977. The Left Front in its election manifesto for the 1977 assembly election in West Bengal promised to implement "concrete and effective programmes, including legislative and administrative measures backed by popular efforts, for eradication of illiteracy". While the eradication of illiteracy has not yet been achieved (the literacy rate in West Bengal is 69 per cent according to the 2001 Census), the Left Front government has made significant progress in terms of reducing illiteracy, increasing student enrolment, establishing new primary schools and appointing teachers [Go WB 1992, 2001, 2001-02].3 The non-plan expenditure on education in the state budget increased from 12.9 per cent in 1976-77 to 21.1 per cent in 1992-93 [Go WB 1992]. The Left Front government, in accordance with its election manifesto, has to a large extent achieved success in giving "security of services to teachers and employees in all educational institutions". This has included substantial increases in teachers' salaries. The Left Front government has also implemented several schemes, making school education free, supplying dry rations of food and free textbooks at the primary level, supplying free uniforms to a substantial number of girl students and so on [Go WB 1992, 2001, 2001-02; Rana, Rafique, Sengupta 2002]. All these efforts have played a positive role in the expansion of primary education in West Bengal. In West Bengal, like elsewhere in India, there is reason to be worried about the condition of the socially and economically

underprivileged communities, particularly the scheduled castes, scheduled tribes and religious minorities. Often, children from underprivileged communities suffer most – both from the lack of accessibility and the poor quality of education. The government of West Bengal launched a programme called The 'Sishu Siksha Karmasuchi' (SSK) in 1999, to bring the underprivileged into the fold of the primary schooling system. The dependence on private tuition has also reduced the positive achievements of the Left regime in narrowing class divisions in West Bengal. One deprivation brings forth another. It is education that could have reduced the disparities between the classes, yet it is education that seems to be widening them. Even those who provide their children with private help do so with utmost difficulty. No less than 60 per cent said that they face considerable hardship. Many depend upon borrowing and suffer elsewhere in order to afford private tuition. In many cases, such borrowing is related to near-feudal forms of exploitation. One labourer in Barddhaman was made to work at a very low daily rate during the rainy season, when wages are much higher, for the employer who had lent him the money. The Left Front's commitments and initiatives appear to have achieved some important results. In particular, there has been a comparatively rapid decline of rural poverty in West Bengal since 1977. Also regarding liberation from indignity, oppression and exploitation which are among the basic freedoms and social opportunities, West

Bengal's record in promoting such social opportunities is quite mixed. While issues like land reform and minimum wages have received high priority in the programme of the Left Front coalition, public policies concern with health, education and related matters have been comparatively neglected. This implies inter alia to school education. Indeed, West Bengal's comparative position vis-à-vis other states, in terms of basic educational achievements, has deteriorated over a long period, and this trend has continued after 1977. In 1998-99, according to the second National Family Health Survey, only Bihar and Andhra Pradesh had lower levels of male school attendance than West Bengal among all other major states. If the data provided by the Selected Educational Statistics for various years for all the states are followed, then it would become clear that enrollment for elementary education has raisen for all most all states over the years after 1990's. Therefore, the data provided for the growth of real per-capita expenditure on elementary education in West Bengal does indicate to the overall state of spending towards elementary education. Now, if we look back to the Left Front Govt. it is found that the government has a long way to go in addressing this problem with adequate resolve. In fact, the nineties have been a period of spiraling decline in per capita expenditure in elementary education in West Bengal.

2.12.0 Implication to the present study

Thus it appears that since 1948 that is The University Education Commission to 2001 lot of policy decision have been taken by the central government and also by the state government. Accordingly some action plans have been adopted by the government in this section. The details of the Committees and Commissions and its various Boards have been presented. On the basis of the theoretical framework the analysis and interpretation have been made in Chapter-V of the thesis. This section also been help to guide what type of related literature are to be find out and their relevance in the present study has been presented on the next Chapter that is Review of Related Literature.