

P R E F A C E

Barring perhaps the theme of democracy and socialism, centre-states relations in post-independence India have been the most persistent source of interest not only to professional politicians, but also academicians from a wide variety of disciplines. From the research point of view, it is difficult to find another theme with such trans-disciplinary breadth so that it challenges the perspectives and the theoretical capacities of so many social sciences at the same time. Yet, a sizeable quantum of research literature is now available on the subject which is only one index of the wide and steady interest the problem of inter-governmental relations between the union and the states has attracted in this country. Unfortunately, however, the challenges involved in the study of the problem in the field of education have hardly been met squarely, excepting by a few educationists like Shri J.P. Naik and others from outside the university fold. Of the total 343 doctoral studies done in education in Indian universities upto 1972 as reviewed by the recently published Survey of Research in Education (1974), not one has attempted to investigate this vital problem of centre-

-state relations in education in general or, indeed, its crucial aspects of centre-state relations in the financing and planning of education, though one study (Vyas, 1963, Saugar University) was directed at the role of the central government in Indian education. Vyas's study, however, was basically a historical survey and not focused on inter-governmental relations. The present study is a modest attempt to make up this serious research lag.

An unexplored field of research offers both advantages and disadvantages. One of its advantages is that it permits plenty of elbow-room in the choice of research approaches. Centre-State relations in education can be studied through sophisticated statistical methodology, through field investigations based on specially developed data collection tools and interviews, and through case studies of sampled states in their relation with the centre in selected functional areas in the field of education. But, besides these approaches more familiar to students of research in education, there is also an approach based on a critical study of published and unpublished but documented reports, records of proceedings of committees and organisations that 'Weave', as it were, the daily fabric of these relations, and other documents and material of this nature. Such an approach is not infrequently

used by social scientists in sister disciplines like political science. By its very nature this approach turns out to be a global approach and leads to broad generalisations and conclusions. In the study of a difficult problem like centre-state relations in the financing and planning of education, such an approach may, hopefully, yield valuable insights and pave the way for further studies. The approach adopted in the present study, therefore, is this global approach. The approach, however, should not be regarded as anything more than one of the many possible ways of looking at the problem. Its validity lies in the proven utility of 'aggregate analysis' in large politico-social problems like the present one.

Nobody with any acquaintance with research will embark on a research endeavour like this with fantasies of seeing it through all alone. But, the debt of gratitude and obligations accumulated during the course of this work has been particularly large. I have benefitted greatly from discussions with a large number of central and state government officers connected with education, planning and finance, and academicians belonging to a wide variety of disciplines. Among the latter were also some from outside the country, mostly belonging to the 'native' field of education, like the members of the Ohio and Columbia Teams in India. I have also

had the advantage of the unfailing cooperation and generous help of functionaries at the National Archives and librarians of a large number of institutions and organisations - the Indian Institute of Public Administration, National Council of Applied Economic Research, The Planning Commission, the Central Statistical Organisation, the Central Secretariat, the National Institute of Education, the National Staff College for Educational Planners and Administrators, the Central Institute of Education, the Jamia Millia Islamia, the Regional College of Education, Bhopal and the Jialal Institute of Education, Ajmer. One of them, the librarian of the Zakir Husain Library of the Jamia Millia, kept up an unending correspondence with universities and other institutions in an effort to procure for me on inter-library loan a number of unpublished theses and other documents that I had asked for. I have also received help with the usual chores connected with the preparation of a doctoral thesis from a number of colleagues, friends and my wife. It will be difficult, therefore, to mention here all those from whom I have received guidance or help in no mean measure; in any case, a brief mention in a preface is small repayment for the debt of gratitude that I owe all of them.

But, I cannot help recording here the greatest of all

my debts - the one I owe to my guide, Prof. D.M. Desai, till recently Dean, Faculty of Education and Psychology, M.S. University, Baroda. He has been a 'guide' to me, not in the academic sense of the word alone. In that narrow and mundane sense, his guidance has been extensive both on the general theme and approach and on points of detail. He has ungrudgingly shared with me his remarkable understanding, <sup>and</sup> his vivid and insightful perceptions of the forces that have shaped inter-governmental relations between the union and the states in India in the field of the planning and financing of education. But this is the least of the obligations that I owe him. My greater debt lies in what he has been to me these few years an unfailing and never ending source of succour, strength and inspiration.

If anybody should share the credit with Prof. Desai for making me complete this work, it should be Dr. Salamatullah, Dean, Faculty of Education, the Jamia Millia Islamia. My perennial grouse against Dr. Salamatullah has been that he overestimated my abilities; but in that process he made me accomplish things far beyond my capacities and the present work is one instance of this. Throughout the period of this research, he kept a watchful eye on me, now censorious and now appreciative, which kept me plodding. He also

released me from much pedestrian work in the Faculty which could not have possibly won him many plaudits.

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I shall be failing in my duty if I do not make here a reference to my debt of gratitude to Shri J.P. Naik who first stimulated my interest in the area of centre-state relations in education. I have had the rare privilege of close association with him for a decade and a half, and working with him for nearly four years during this period. That itself is a liberal education and if the present work gives evidence of any insight, the credit for a great deal of it goes to Mr. Naik.

Lest the preceding acknowledgements should be interpreted to the disadvantage of my academic benefactors, I should, before I close this preface, pay formal obeisance to a tribal custom of the academe. The responsibility for any inadequacies in the present work and for errors of fact and interpretation are entirely mine.

31-3-1976

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