

**CHAPTER II**  
**RELATED LITERATURE**

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## **CHAPTER II**

### **RELATED LITERATURE**

#### **2.0 Introduction**

It can be seen that all the educational goals have been reflected in educational policies and programmes laid down by the government. Our historical experiences taught us that the country needs national education to achieve its national goals. The various educational policies formulated at the central level and state levels were with this intent. The different political parties who headed the central and state governments were not to shy away from this objective. High achievements could be scored due to this. But, could we achieve a balanced educational development in the country in terms of various states? Statistics give a negative nod. Why a difference in states like Kerala and Rajasthan, in terms of educational developmental indicators, though both of them belong to the Indian Union? A thorough analysis of educational performance of various states show that there is a wide disparity in their educational achievements. An important question arises here: If governmental interventions play a significant role in educational operations and its development, has there been any meaningful study on it?

Only a thorough examination of related research works could throw little light on the answer of this question.

#### **2.1 Related Literature**

A number of research works were gone through to get an insight into the studies done on education giving focus to studies related to education and government policies, education and societal development, growth of education, education and economy etc.

She Basu (1977) studied the indigenous education in Bengal from 1835 to 1882. He examined the government policy and also the attitude of the Bengali intelligentsia towards vernacular education. Agarwal (1980) studied the development of educational policy in British India, from 1854 to 1899. The study focussed on the origin, working, growth and development of educational policy during the period 1854 to 1899. Hluna (1986) provides a comprehensive history of the progress of education in Mizoram from 1894 to 1947 and says in the conclusion that Western education made remarkable progress among the Mizos due to the efforts of Christian missions. Inderjit Kaur (1985) studied the development of Higher Education in Punjab from 1882 to 1982. It attempts to examine the impact of partition and, later, of the territorial organization of Punjab on higher education. Islam (1983) studied about education as an agent of social change taking a few villages as the sample. He tried to find the impact of education in the life of villagers and their perception towards education.

Murughendrappa (1972) studied the twenty-five years of education in the state of Mysore beginning from 1947. He surveyed the progress of education in Mysore State during the post-independence period. Pandey (1970) focussed his study on education and social development of Bihar during the period of 1990 A.D. to 1921 A.D. The study traced the educational development and its impact on social and political awakening in Bihar State. The study could throw light on the role of educational development on the political consciousness among the people of Bihar. Abubaker (1976) studied on centre-state relations in Indian education. The study revealed the lack of direction, assistance and mutual understanding in the arena of education between the centre and states. Eapen (1981) studied the contribution of the church mission society to the progress and development of education in Kerala. According to the study, the educational activities of the missionaries contributed to the highest level of literacy and caused enormous increase in women's education in Kerala. Nair (1981), in his study on the relationship between primary education, population growth and socio-economic change in Kerala, revealed that in Kerala the major emphasis was on the

strengthening and development of primary education during the pre as well as post independence era in contrast to the policy of rapid development of the higher stages of education elsewhere in India. The rapid process of educational expansion of the masses, which began in Travancore during the 1860's, Nair concludes, was the combined result of several socio-economic compulsions of that period. Among them, the social unrest which made it imperative on the part of the government to introduce mass education and the fear of large scale conversion of the population to Christianity, combined with the appearance of elements of modernity in diverse areas of economic activity, were the strongest.

In the study of Tharakan (1984), on "socio-economic factors in educational development: Case of nineteenth century Travancore", he argues that the explanation for the relatively better spread of Literacy and education as well as the founding of an impressive school net-work in Travancore in the nineteenth century is to be found in the favourable social and economic forces operating in that society rather than the enlightened policies of the monarchical regime and of the Christian missionaries. The study stated that the indigenous school system provided the base upon which the modern system was erected. Many government and private schools came up in the second half of the century. The government school system had an edge among these two, as it was envisaged in response to the re-organization of administration and its requirements for trained personnel for middle and low level positions. An emphasis was given in favour of vernacular and primary education. This evidently enhanced its contribution to mass literacy. The growth in public education facilities in the second half of the century was evidently facilitated by the favourable policies of the government. The study says that the historical context influenced the policy formulation. It also says that the successful implementation, resulting in the growth in number of admissions to schools, literacy and its maintenance over the decades, was possible only with adequate public demand for education.

Mathew (1987) on his studies on "The development of education in Kerala" found four factors responsible for resurgence of education in Travancore and Cochin and the decline of education in Malabar. They were (1) The benevolent policies of the native rulers partly due to their enlightenment and partly due to the compulsions of the British residents; (2) The liberal encouragement afforded to the Christian missions; (3) The ambitious modernization drive launched by the Travancore-Cochin governments, linking education with government employment. (4) A general improvement of different communities resulting from the limited socio-economic changes initiated by the rulers, which acted as an impetus to acquire education.

Menon (1967), in his study on Kerala history tried to give a vivid picture about the growth of the society of the state through ages. It has given an equal attention to all the three periods of Kerala history - ancient, medieval and modern. The study describes the contributions of the various rulers of the state towards education. It gives an insight in to the status of education prevalent in the early periods of this millenium in the state.

Bhattacharjee ((1986), in his study on the educational development in Sikkim, made an attempt to understand educational development in the state of Sikkim from two major standpoints, one, historically and two, the current position. In the former, the investigator tried to trace what forms of education were known from earliest times, what specific influences, be they political social, economic etc; played upon these and how, if at all, they assumed different shades across time. In the latter, the emphasis is laid on exploring how, schools function with respect to their organisation and administration, instruction, evaluation, various aspects of the functioning of teachers on the profession, pupil's views on school and home life, the reaction of educational administrators to the organization of the educational system in the state and parent's opinions and aspirations regarding the education of their children. The study reveals that there was no formal system of education in Sikkim. According to the study, the monastic system of education, which since

earliest times existed in a vague form, in about the seventeenth century became more organized. It further says that community factors do not operate in causing difference of opinion among sections of the people, rather, it is the socio-economic level, which affects their opinions on various aspects of education.

Mukhopadhyay (1975), in his study on 'Barriers to change in Secondary Education' reveals that the non-creativity of the educational system is the major barrier in bringing in changes in education. The study says that whether at the school level or the system at the district or state levels major crisis has been of a good management. It further says that repeated interventions at the structure without adequate attention on the process variable shows only the use of more management to overcome bad management which is simply inadequate.

Upreti (1972) in his study on 'Political developments and growth of education in British India 1904-1947' studied the growth and development of education in British India against the background of contemporary political developments mainly in this aspects, viz., policies evolved by the colonial power in response to its own political needs and movements generated in the colony. According to the study, the evolution of new educational policy by the British was first and foremost the outcome of political and administrative necessity. The study found out that the contradictions between the emerging classes and the rulers did not manifest openly till the political consolidation of these classes had taken place. It further says that the policy of the Indian National Congress towards education was influenced by its stand on wider political issues. The emphasis was on demands, which mainly concerned the growth and development of higher education.

It can be seen that researches in the field of education have touched almost all areas. The different studies cover the different facets of education such as educational policies of different governments, educational development, changes caused by educational development in the society, leadership in the field of

education, centre - state relationship on matters of education, effects of different social and religious organization on education etc. Still, it is not surprising to note that lacuna in research exist in such a vast area of education. A major area almost untouched is the role of elected governments in educational decisions, more specifically the exact process of decision making in education at the legislature level. This study is focussed to understand:

- 1) Nature of political decision making process in education.
- 2) The impact of frequent changes of ruling party on educational decisions in the state of Kerala.
- 3) The extent of sensitivity shown by the political decision making process towards the concerns of educational programmes.
- 4) The impact of the 42nd constitutional amendment on the political decision making of the state.

The purpose of this study is an attempt to understand this vital aspect of education in the backdrop of a democratic country like India, though the investigation is limited to the micro level i.e. at the state level.

## **2.2 Statement of the problem**

A STUDY OF THE POLITICAL DECISION MAKING PROCESS ON EDUCATION IN KERALA STATE.

## **2.3 Objectives**

A Study of the Political Decision Making Process on Education in Kerala State aims at studying:

- I. Nature of political decision making on education across successive governments in terms of

- (a) - Kinds of educational proposals tabled in the legislature.
  - Extent of participation by different political parties in evolution of major decisions.
  - Kinds of alternatives generated for adoption.
  - Kinds of educational decisions arrived at
- (b) - Continuity of emphasis given to the educational issues.
- (c) - Extent of sensitivity of political decision making to the educational field operations.

## II. Trends in political decision making on education in Kerala.

- (a) - Across successive elected governments.
- (b) - Before and after the 42nd constitutional amendment, 1976.

### 2.4 Explanation of Terms

#### 1. Political decision making process on education :

This process involves the presentation of the perceived educational needs of the people by the elected representatives, the interactions on these by the legislators of different political parties, generation of alternatives for the issues discussed, selection of alternatives - till the execution of the decisions by passing the bill, Acts or amendments.

#### 2. Sensitivity of political decision making process to educational field operations.

The extent of concern showed by the political decision making process on various educational issues in respect to the field realities.

## **2.5 Delimitation of the study**

- 1) The study is limited to the decision -making process at the political level i.e. at the legislative level in the state of Kerala during the 35 years of its post re-organisation period.
- 2) Only one Bill, 'The Kerala Education Bill, 1957' is analysed due to the following reasons:
  - (i) 'The Kerala Education Bill, 1957' is historical due to its scope as described in Chapter IV.
  - (ii) It is considered as one of the most prominent bills among the educational Bills of the State articulated immediately after the state's re-organization.